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ABSTRACT

The Dade County (Florida) School Report Card Project was initiated during the 1988-89 school year to collect opinions of various groups of stakeholders for strategic planning and system-wide improvement. In 1992-93, approximately 90 schools were sampled. About 101,000 parent and 5,700 student surveys were distributed, with return rates of 61.8% for parents and 59.7% for students. Survey results indicate that parents are generally satisfied with the education their children are receiving, with 7 of 10 rating their schools excellent or good. Elementary schools were more highly rated than secondary schools, and were more likely to be perceived as caring, personalized, safe, and orderly. A number of effectiveness factors were still rated low by parents and students, with student behavior and respect for teachers considered lacking. Students report little involvement by parents at the high school level, and a quarter of students report that they do not discuss school with parents or guardians. Improving the home-school partnership will be particularly important at the secondary level. Eleven tables and 12 figures summarize survey findings. Six appendixes which form the bulk of the report provide technical information, the surveys, and data by district, as well as by elementary, middle, and senior high schools. (Contains 14 references.) (SLD)

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Results From the 1992-93 Administration of the School Report Card Survey

OFFICE OF EDUCATIONAL ACCOUNTABILITY

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Results From the 1992-93 Administration of the School Report Card Survey

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A districtwide project of this magnitude could not have been successfully completed without the cooperation of a variety of DCPS staff members. Although it is not possible to acknowledge every individual who participated in the project, the contributions of a few deserve special recognition. Gisela Feild of the Data Management Department was responsible for the computer programming that produced the results used in this report. The following part-time staff were responsible for the time consuming task of preparing the surveys for data entry: Shamarlas Allens, Dequan Anderson, Nicolia Cox, Wendol Philord, and Sandra Romanik.

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EXECUTIVE SUMMARY

History and Purpose

The School Report Card Project was initiated during the 1988-89 school year by the school system and United Teachers of Dade (UTD) and represents an extension of earlier survey research conducted by the Office of Educational Accountability (OEA). The purpose of this research is to collect opinions from various groups of public school "stakeholders" for purposes of strategic planning and system-wide improvement. At present, results from the survey are to be used in the preparation of individual School Improvement Plans developed at school sites districtwide. The Report Card has been administered for the past five years, first as a pilot project during 1988-89 and again districtwide in 1989-90.

With the 1992-93 administration the district has completed the third year of a three-year sampling plan wherein one-third of DCPS schools participated in the survey during 1990-91, 1991-92, and 1992-93. The results presented in this report relate to the 90 schools sampled during 1992-93. Districtwide findings which combine survey results for the 90 schools participating in the 1992-93 administration can be found on pages 1 to 19. Parent newsletters summarizing findings for individual schools can be found in Appendix G (pages 53 to 144).

Distribution and Return of the 1992-93 School Report Card Survey

Approximately 101,000 parent and 5,700 student surveys were distributed during the week of May 10, 1993 and the week of May 19, 1993, respectively. The overall return rate for the parent form of the School Report Card Survey was 61.8 percent. This return rate was considerably higher than last year when a return rate of 47.5 percent resulted. These return rates were adjusted for the fact that parents were instructed to return only one survey per school although they may have had more than one child in the same school. Adjusted return rates indicated that, as in previous administrations, elementary school parents were considerably more likely to return the survey (73.6 percent) than either middle school (50.9 percent) or senior high school (42.5 percent) parents. Of the student forms distributed, 59.7 percent were returned.

Results From the 1992-93 School Report Card Survey

Results from the 1992-93 administration of the School Report Card indicate, as did previous administrations, that parents are generally satisfied with the education their children are receiving. Although parents surveyed in 1992-93 generally provided ratings slightly below those of parents surveyed in 1990-91 and in 1991-92, approximately seven out of ten parents surveyed at the 90 schools participating in the 1992-93 administration rated the overall effectiveness of their schools as either "excellent" or "good." Elementary schools were rated as more effective when compared to either middle or senior high schools. Similar to previous administrations, the most pronounced difference in the grades assigned to the 90 DCPS schools participating in the 1992-93 administration occurred between elementary and senior high schools. Based on the parent responses, elementary schools are perceived to be more caring, personalized, safe, and orderly when compared to middle and to senior high schools.

A number of effectiveness factors were still rated low by parents and students during the 1992-93 survey administration. For the past three years school climate factors, or those relating to the environments existing in schools, were rated lower than school technology factors, which concern the educational process and procedures used within schools. The school climate areas requiring improvement as evidenced by responses to the School Report Card Survey include the extent to which schools are perceived as safe and orderly environments and the degree to which schools demonstrate personalization and caring toward students. For the third year in a row the item receiving the lowest grades on the entire survey involved the extent to which students are perceived to be well-behaved. Approximately 53 percent of all parents and less than 40 percent of both middle school and senior high school parents provided "excellent" and "good" grades in this area. In addition, only approximately 18 percent of the 11th grade students reported A and B grades with regard to this item.

Again for the third report card administration the item receiving the second lowest proportion of "excellent" and "good" grades involved the extent to which students treat teachers with respect. Approximately 58 percent of all parents and 18 percent of 11th grade students evaluated this area as "excellent" or "good." The concern for student behavior and lack of respect for teachers has been perceived over the past three years as a problem associated with middle and senior high schools. Although these areas have constituted some of the lowest ratings among elementary school parents, they do not signal concern to the extent reported by parents of older students.

The two school effectiveness areas rated lowest over the past several years are areas well within the domain of parents, themselves, to effect positive change. If parents were to take a more active role in expecting and in some cases demanding that their children exhibit appropriate behavior in school, greater respect for teachers and a safer school environment in general could result.

The proportion of parents attending school related activities at least several times a year decreases from approximately 70 percent in elementary to 50 percent in middle, to less than 40 percent in senior high school. Senior high school students report minimal parent involvement at their schools and one-quarter indicate they rarely discuss school with their parents or guardians.

When combining these findings with the conclusion that parents' perceptions of school effectiveness improve as contact with the school increases, it becomes apparent that considerable work should be done to improve the home-school partnership through enhanced parent-school communication and parent involvement. This point is particularly relevant to senior high schools and senior high school parents.

Questions and Answers

Over the past three administrations of the School Report Card Survey, several questions have been commonly raised regarding issues of methodology and interpretation of the results. This section of the report attempts to address many of these questions and provide clarification of other topics related to the broader purposes of the survey.

The School Report Card Survey has been typically responded to by approximately half of the parents polled each year. Is this response rate considered adequate?

While the response rates have been less than ideal, they are within the customary range for surveys of similar nature. This year, the overall response rate rose to 61.8 percent. The pilot study conducted in 1988 demonstrated that, among the various delivery and return options for the survey, the methodology of having students deliver the survey forms home and back to the school again provided the greatest yield for returns. The diversity of response rates from individual schools suggests that school-specific procedures for distribution and collection can be highly influential. Techniques employed at schools with high return rates are being encouraged at current and future sites of survey participation.

Is it possible that parents who are willing to respond to the survey provide substantially different opinions than those of parents unwilling to respond? Wouldn't this prejudice the results in favor of the school?

A follow-up telephone survey conducted by an independent research group in 1990 revealed no significant differences in responses between parents who returned school-delivered surveys and those who did not. On the basis of the telephone study, there should exist no response bias in reported districtwide results. However, on smaller subsamples of the population (individual schools, for instance) some response bias arguably may exist and may have a greater effect on reported summary statistics.

Are the number of responses sufficient to provide reliable results?

If one is willing to accept the assumption that the responding parents are representative of the population as a whole, sampling theory may be employed to provide estimates of the reliability of summary data. The recommended allowance for sampling error in districtwide percentages would not exceed two percentage points at the 95 percent confidence level. For progressively smaller subsamples of the population the allowance increases, but should not exceed 10 percentage points for samples as small as 200 respondents. The allowances for differences between reported percentages (e.g., comparing last year's results to this year's results) are, in general, two or three percentage points larger for the respective sample sizes.

Wouldn't it be possible to conduct a telephone survey utilizing a small random sample of the population to provide essentially the same results at a substantial savings?

This might be true for one districtwide sample providing summary results. However, the implementation of telephone surveys for proper samples taken at each school to provide the required school level analyses would be considerably more costly. Moreover, the School Report Card Survey serves purposes that surpass information gathering. Providing all parents the opportunity to grade their child's school promotes parent involvement, parent-child discussion, student participation, and accountability at all levels.

When results are reported as the percentage of A ("excellent") and B ("good") responses, doesn't this ignore the influence of poorer opinions?

No (see page 6). Classifying the responses into two groups, A's and B's versus C's, D's, and F's, provides a convenient manner to report results as a single statistic for comparison purposes. This reporting method conforms with the style used by the Gallop Poll in their similar, nationwide survey. The percentages for each grade response for all items are presented in the Graphic Summary of this report for each school level and for the district as a whole. Principals receive exact percentages for all items for their school, and parents are provided with grade point averages for each item of the survey in the School Report Card Newsletters distributed by the schools.

Since the survey asks only for parent and student opinions, don't the results fail to reflect the true situations at the schools?

The results only reflect parent perceptions at the schools and any improvement plans based on the results should address changes in perception. However, parent perceptions constitute a reality of their own. Many decisions affecting important aspects of the district's functioning are made on the basis of parent perceptions.

Do the consistently positive results from the School Report Card Study necessarily reflect the effectiveness of the schools?

It may be prudent to temper the findings from the survey with the realization that parents in the United States tend to be more satisfied with the education their children receive than are parents in other industrialized nations. Recent research by Stevenson and Stigler (1992) concluded that United States parents have lower academic expectations for their children than parents in other nations whose educational performance exceeds our own. Whereas U.S. parents were satisfied with their children performing at the 60th percentile relative to other children in their city, parents from Taiwan and Japan, by contrast, were not very satisfied unless their children were scoring at or near the 80th percentile. Although some parents with children attending school in Dade County may also maintain relatively low expectations regarding educational standards, there is no way to accurately estimate the impact such personal beliefs have on ratings relative to the areas addressed on the School Report Card Survey.

How are the results of the survey used?

The results are presented to and reviewed by regional meetings of principals, public meetings at selected schools, and planning workshops. Summary graphs of the results for each school are included in the District and School Profiles publication. Parent Newsletters detailing the results for each school are distributed to all parents at participating schools. The School Report Card Survey results are a required consideration in individual school improvement plans. Copies of the results for each school are available upon request from the Office of Educational Accountability.

What is the future of the School Report Card Survey?

The School Report Card Survey will be replaced starting next year with a series of school climate surveys. The need for conducting an annual climate survey originated from the state's legislation regarding school reform, *Blueprint 2000: A System of School Improvement and Accountability*. An annual public report for all schools composed of specific key data elements for each of the seven goals of *Blueprint 2000* is needed by December 1994. Key Data Element No. 3 under Goal 4 calls for a school climate survey to be administered on an annual basis to students, parents, teachers, and staff. Findings from the surveys will be used by schools in their school improvement plans. The climate surveys will be administered to the four target groups mandated by the State in mid-May 1994. Subsequent to administration, forms will be scanned and by-school reports prepared and distributed to the schools by December 1994.

GRAPHIC SUMMARY

School Report Card Survey 1992-93
Response Rates and Ethnic Composition

The graphs on this page present information concerning return rates and ethnic/racial representation. In Figure 1 the percentages of parents and 11th grade students responding to the survey are displayed. Figures 2 and 3 present the return rates for the parent survey broken down by school level (elementary, middle, and senior) and major ethnic/racial group. Figure 4 compares the ethnic/racial proportionate representation for the total DCPS student population, the sample of 90 schools participating in the 1992-93 survey, and the respondents to the parent survey.

The overall return rates are considered adequate for meaningful interpretation of district averages. However, the return rates by school level suggest less reliability for the higher grade levels. The lower return rate for Black, Non-Hispanic parents results in a slight under-representation of this ethnic group in survey results. To account for this, district averages for ratings of school effectiveness items for 1992-93 were weighted not only to reflect the relative contribution of elementary, middle, and senior high school parents based on districtwide membership, but also to reflect districtwide ethnic/racial breakdowns.

Figure 1: Percentage of Parents and Students Responding to the Survey

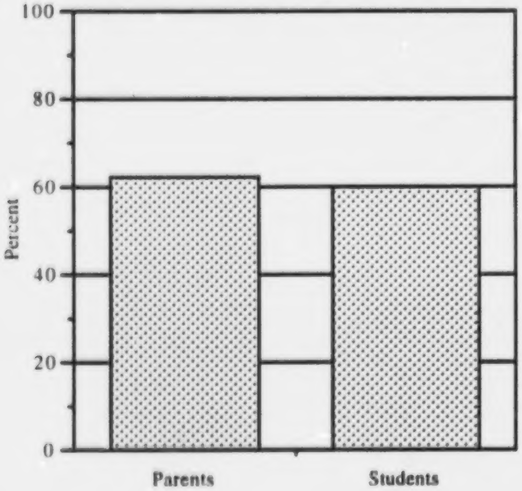


Figure 2: Return Rates by School Level

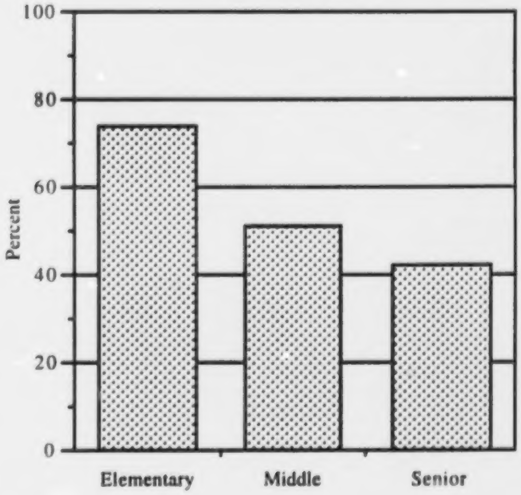


Figure 3: Return Rates by Major Ethnic Group

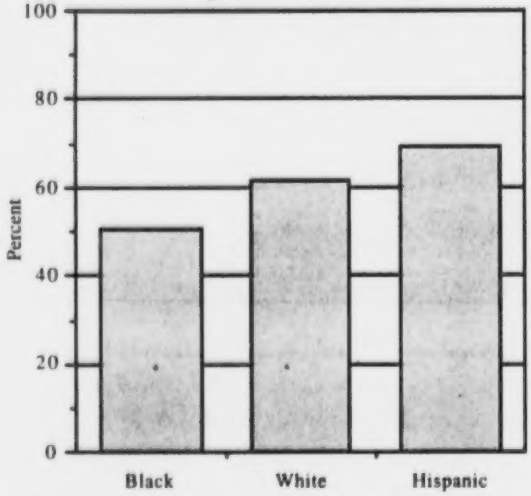
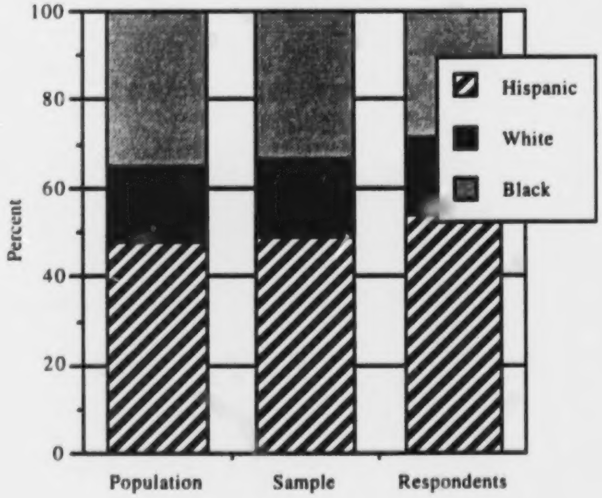


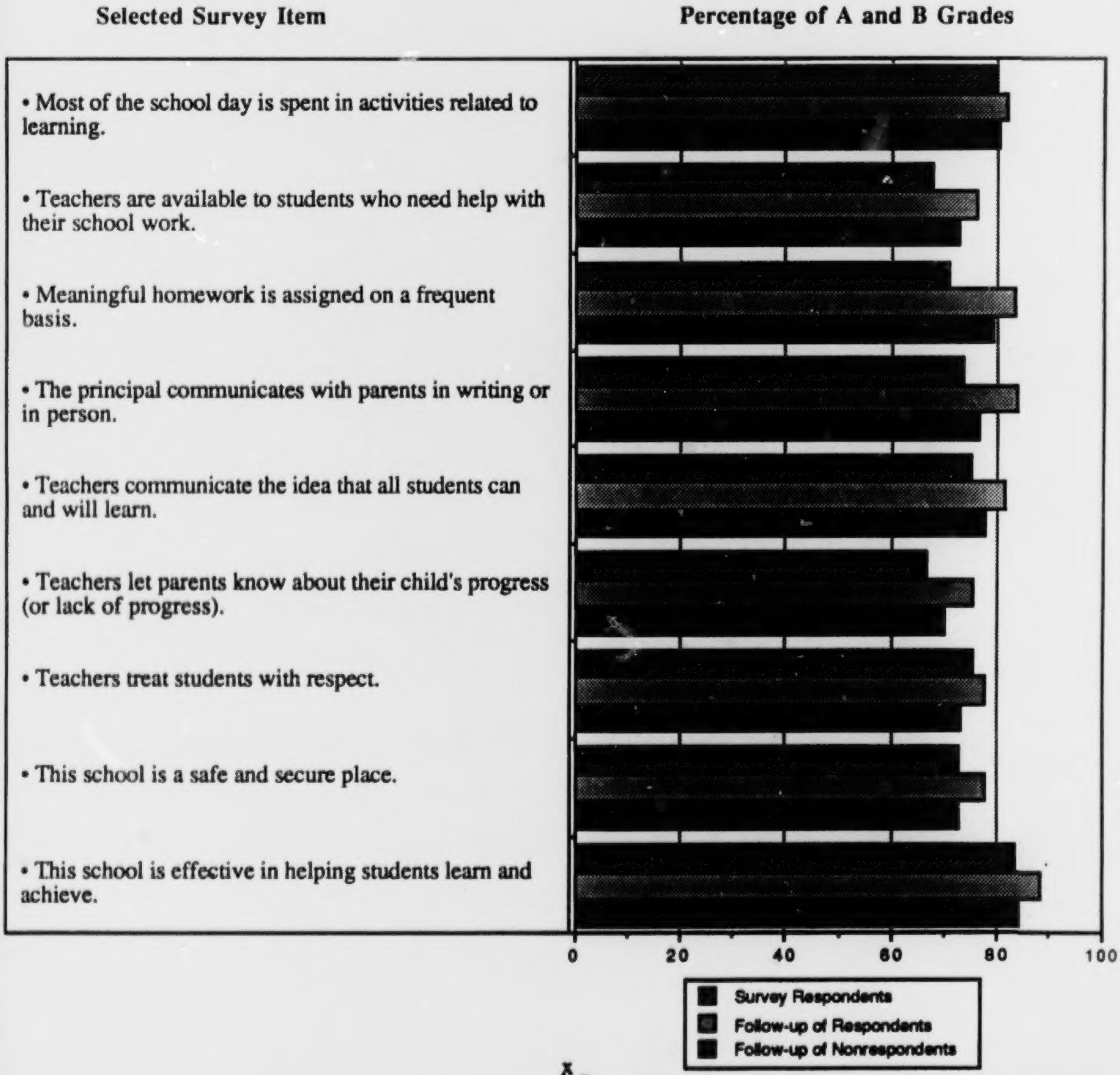
Figure 4: Comparison of Ethnic Composition



The Assessment of Potential Non-response Bias

In an effort to assess the potential of bias due to non-response, an independent research organization conducted a follow-up telephone survey in 1990-91 with 800 randomly selected regular survey respondents and nonrespondents for selected survey items. To allow for easy interpretation, the response scale (A, B, C, D, and F grades) is grouped into two main categories: A and B grades vs. C, D, and F grades. The percentages of parents responding with A and B grades are presented in the figure below. The results indicate that, for district averages, the effect of non-response bias is not statistically significant.

Figure 5: Telephone Follow-up of Respondents and Nonrespondents



Overall School Effectiveness Ratings

One of the items on the School Report Card Survey serves as an overall effectiveness rating. The specific item to be graded reads: "This school is effective in helping students learn and achieve." The figures on this page present the responses to this overall effectiveness item. Figure 6 presents the percentages of parents and 11th grade students responding by each of the letter grade responses. Figures 7 and 8 depict breakdowns of the parents responses by school level and major ethnic/racial group, respectively.

▨ A ▨ B ■ C ■ D ■ F

Figure 6: Comparison of Overall Effectiveness -- Grades Assigned by Parents and Students

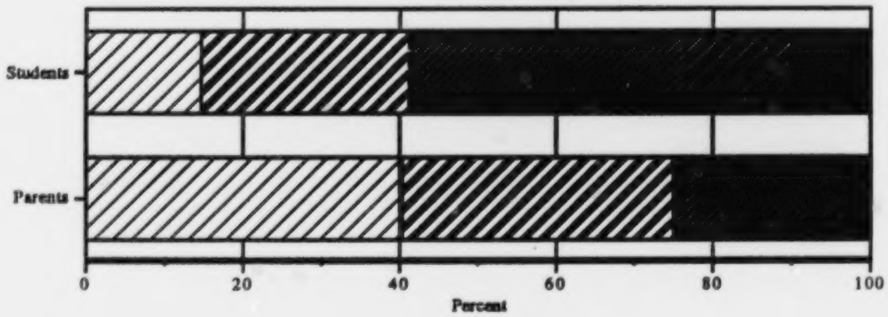


Figure 7: Comparison of Overall Effectiveness by School Level

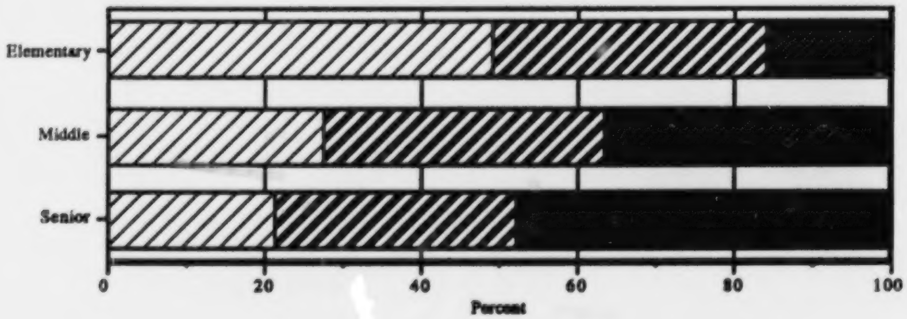


Figure 8: Comparison of Overall Effectiveness by Parent's Ethnicity

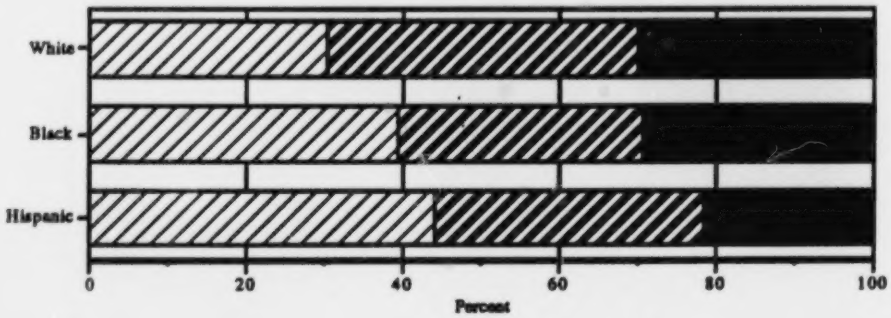


Figure 9: Item Summary -- District Results

This page contains the results from the 1992-93 administration of the School Report Card for the district. The results listed to the right tell about the parents who returned the survey. This information includes the percentage of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the percentage of each grade assigned to each item by all parents. At the bottom of this page, item number 25 gives an overall grade for the district.

Total number of surveys sent	101,336
Estimated percentage of parents responding (± 5%)	62%
Of the parents responding	
the percent female	80%
the percent male	20%
the percent White, Non-Hispanic	18%
the percent Hispanic	55%
the percent Black, Non-Hispanic	25%
Percent of parents who attended two or more activities at the school during the year	57%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	67%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

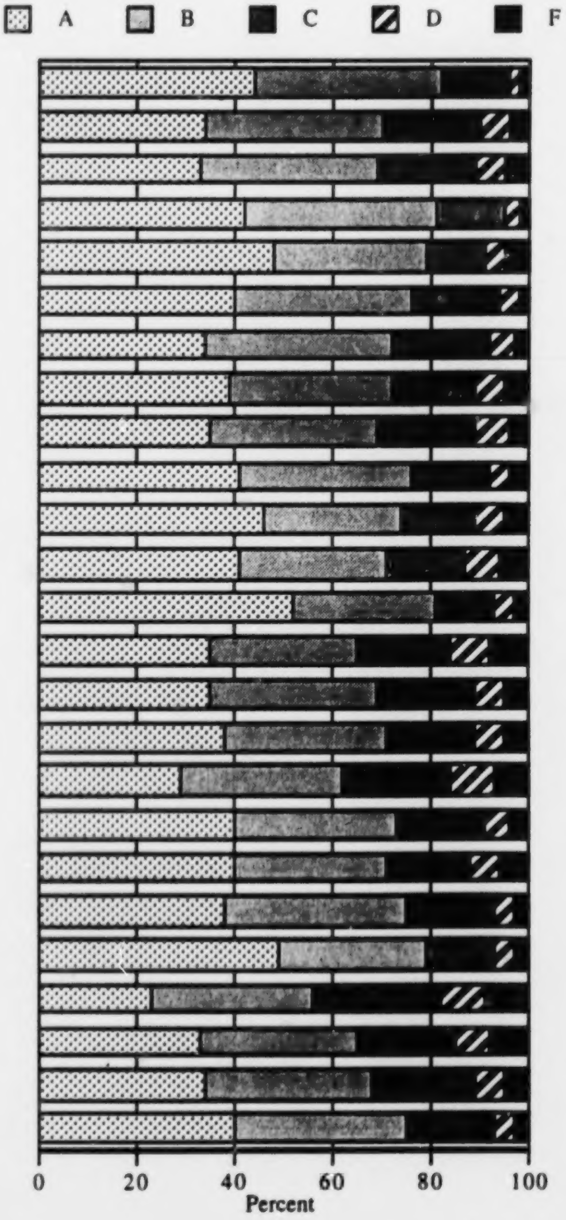


Figure 10: Item Summary – Elementary School Level Results

This page contains the results from the 1992-93 administration of the School Report Card for the district. The results listed to the right tell about the parents who returned the survey. This information includes the percentage of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the percentage of each grade assigned to each item by all parents. At the bottom of this page, item number 25 gives an overall grade for the district.

Total number of surveys sent	56,814
Estimated percentage of parents responding (± 5%)	74%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	17%
the percent Hispanic	56%
the percent Black, Non-Hispanic	25%
Percent of parents who attended two or more activities at the school during the year	66%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

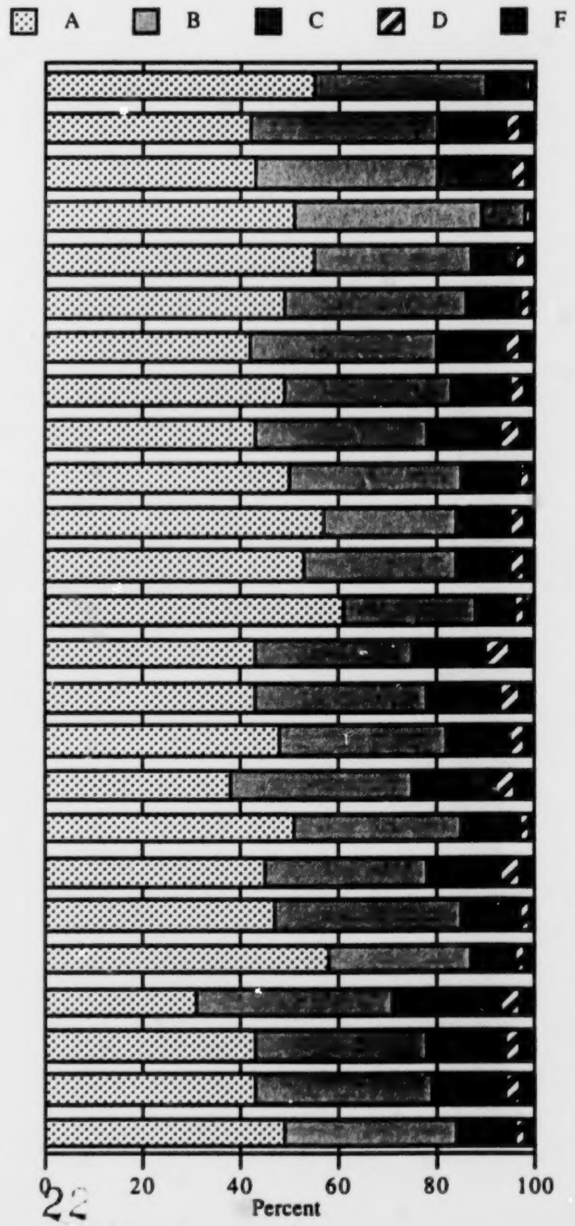


Figure 11: Item Summary – Middle School Level Results

This page contains the results from the 1992-93 administration of the School Report Card for the district. The results listed to the right tell about the parents who returned the survey. This information includes the percentage of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the percentage of each grade assigned to each item by all parents. At the bottom of this page, item number 25 gives an overall grade for the district.

Total number of surveys sent	22,838
Estimated percentage of parents responding (± 5%)	51%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	20%
the percent Hispanic	56%
the percent Black, Non-Hispanic	21%
Percent of parents who attended two or more activities at the school during the year	45%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	51%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

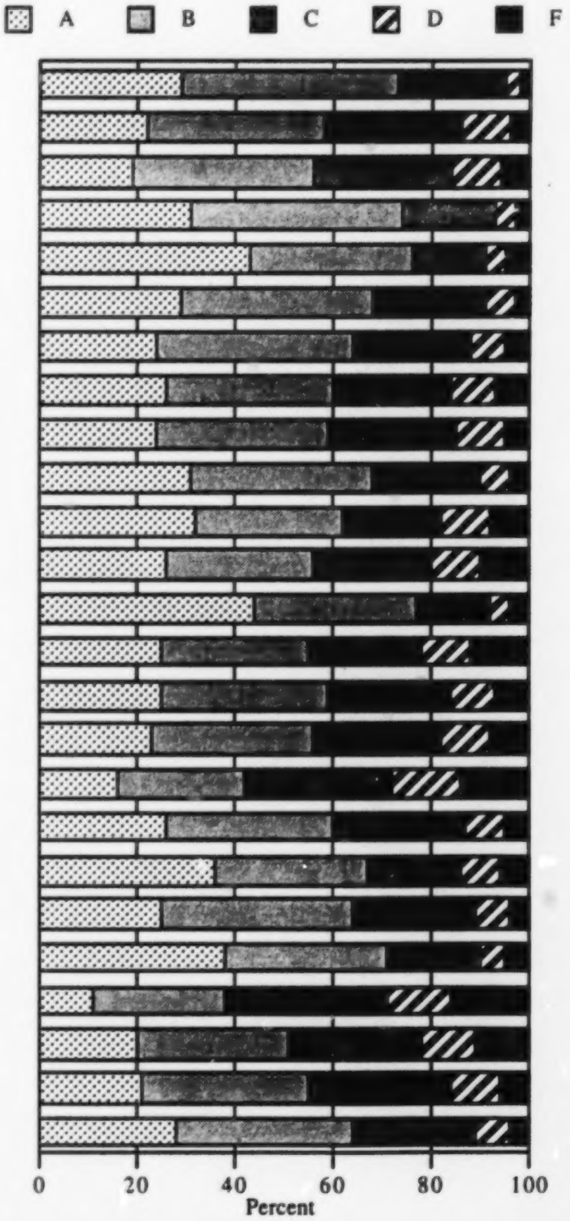


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Figure 12: Item Summary – Senior High School Level Results

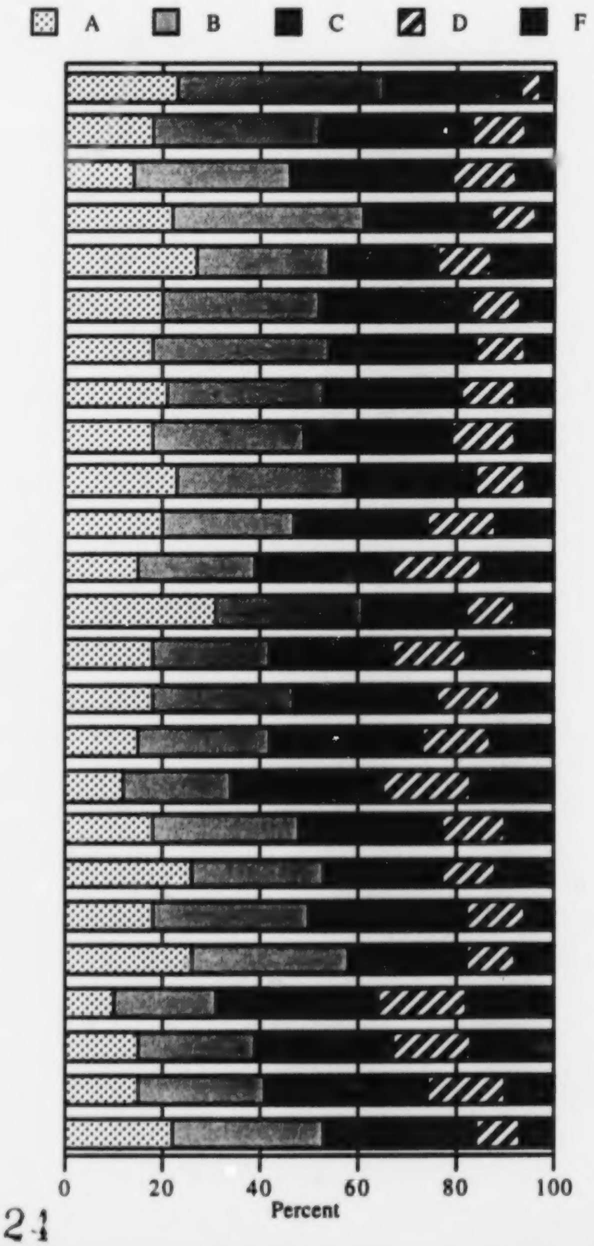
This page contains the results from the 1992-93 administration of the School Report Card for the district. The results listed to the right tell about the parents who returned the survey. This information includes the percentage of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the percentage of each grade assigned to each item by all parents. At the bottom of this page, item number 25 gives an overall grade for the district.

Total number of surveys sent	21,684
Estimated percentage of parents responding (± 5%)	43%
Of the parents responding	
the percent female	72%
the percent male	28%
the percent White, Non-Hispanic	17%
the percent Hispanic	48%
the percent Black, Non-Hispanic	32%
Percent of parents who attended two or more activities at the school during the year	35%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	41%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**



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INTRODUCTION

The School Report Card Survey, a joint project of the Dade County Public Schools and the United Teachers of Dade, has been administered in some form for the past five years. The project is based on the notion that it is important for school districts to know what consumers of their "product" think about the services they render. The purpose of the survey is to collect opinions from various groups of public school "stakeholders" for purposes of strategic planning and system-wide improvement. Results from the survey are used in the preparation of individual School Improvement Plans developed at school sites districtwide. The project is supported by the School Board rule adopted October 18, 1989 and incorporated in the Manual of Administrative Personnel Procedures (page 10).

The School Report Card Project assumes there are indicators of a school's success other than the traditional "outcome measures" of performance on standardized achievement tests, etc. The report card is based on "process measures." Using such measures to assess school success developed out of the effective schools research (Edmonds, 1979; Purkey and Smith, 1982).

Items included on the parent and student forms of the School Report Card Surveys were generated following discussions with ten public school "stakeholder" groups and after an extensive review of the literature on school effectiveness. The interested reader is referred to earlier reports for detailed information regarding construction of the survey and participating stakeholder groups (Romanik, 1987; Friedman, 1988; Romanik, 1988; Romanik and Friedman, 1989; Froman, 1990; Romanik and Froman, 1990; Romanik and Froman, 1991, Romanik and Froman, 1992). Citations for these reports can be found in the Reference section of this report.

The School Report Card Survey was conducted districtwide during 1989-90 and has been administered to a sample consisting of one-third of the schools during 1990-91, 1991-92, and 1992-93. The present report provides results from administering the School Report Card Survey to one-third of DCPS schools during 1992-93. Results from the 1992-93 administration of the survey are compared to those from prior years whenever possible.

This year's report is similar in design and format to that used for the last two years. Portions of the report which summarize how the survey was developed and descriptions of previous administrations have been deleted from this report. The interested reader is again referred to earlier reports for detailed information on these matters.

In addition to the districtwide findings presented in this report, individual school data are also presented (Appendix G). These by-school data were previously presented in a separate report which functioned as a compilation of individual schools' parent newsletters. These newsletters are prepared by the Office of Educational Accountability for distribution to the parents of children attending schools where the survey was administered. The first page of each newsletter reports districtwide findings. Since this page is identical for all schools participating in the 1992-93 administration, only one copy of this page has been included in this report (see page 54). The second page of each newsletter represents the survey results for a particular DCPS school. This report, therefore, contains the second page of the parent newsletter for each school surveyed in 1992-93.

METHODOLOGY

A. Survey Implementation

Parent Survey. The Department of Management Analysis was responsible for coordinating all aspects of the project. An outside vendor printed and prepared the surveys for distribution to the schools. A copy of the parent survey form can be found in Appendix A. Schools were given one week in which to complete the data collection activity. Principals and teachers received detailed instructions regarding how the surveys were to be distributed and collected (Appendix B). The schools distributed an advance letter (Appendix C) to all parents approximately two weeks before the surveys were distributed. The purpose of the advance letter was to inform parents of the upcoming survey in an effort to enhance return rates.

A class roster was provided to each teacher in the school. Teachers were responsible for checking off distribution and receipt of completed surveys for each student in their class. Parents were given the option to mail their completed survey forms directly to the Department of Management Analysis. Surveys were administered during the second week of May at 90 schools in the district. Appendix D contains a listing of the schools according to when they participated in the School Report Card Project (i.e., 1990-91, 1991-92, or 1992-93).

Approximately 101,000 parent surveys were distributed in 90 schools for students to take home to their parents. As in the past, vocational, alternative and specialized education centers were excluded from the 1992-93 administration. Parents were instructed to complete one survey for each school in which they had children enrolled. Although parents received more than one survey from the same school if they had more than one child in attendance, they were instructed to provide responses which represented their overall impression of the school and to return only one survey per school.

Student Survey. Approximately 5,700 student forms of the School Report Card Survey were distributed to nine senior high schools. A copy of the student form can be found in Appendix E. In addition to the survey instrument itself, schools were supplied with detailed instructions for the principal and teachers (Appendix B). Surveys were administered in class to 11th grade students from May 19 to May 21. Teachers were instructed to bring the completed survey forms to a centrally located site designated by the principal. Principals were encouraged to select a secure drop site with limited access because of the sensitive nature of the survey responses.

B. Data Analysis

All School Report Card Surveys were checked in by staff from the Department of Management Analysis. The check-in process included opening all sealed envelopes and ensuring the survey had been completed properly. Student surveys were prepared for scanning and parent forms were prepared for keypunching. Subsequent to data entry, data were analyzed using a mainframe computer package (Statistical Analysis System).

C. Distribution of Results

Principals of participating schools have already received results for their schools in by-school reports. These reports also included additional data from other schools with similar grade levels in order for principals to make comparisons. Results from the 1989-90 districtwide administration of the survey were also provided to each principal to allow for additional comparisons. These by-school reports included the number and percentage of all ratings or grades (i.e., A through F) across each of the school effectiveness items, as well as data concerning the demographics of parents and students returning completed surveys. The comments provided by parents and students were also sent to each school.

RESULTS AND DISCUSSION

A. Survey Return Rates

Parent Survey. Of the 101,336 surveys distributed, 47,564 or 46.9 percent were returned. This represents an eleven percent increase in return rate over last year. A total of 611 surveys or 1.3 percent of those returned could not be used in the data analysis for any one of a variety of reasons. These surveys were either not completed properly, or were returned too late to include in the data analysis.

The proportion of surveys returned (46.9 percent) actually underestimates the return rate since parents with more than one child in a school were instructed to return only one report card. The overall return rate increases to 61.8 percent when adjusting for the instruction to the parent to return one survey per school. This adjustment was made by aggregating the number of children enrolled in DCPS schools from among those families who returned forms. This information was taken from the demographic section of the report card. This figure was then divided by the total number of report card forms distributed at the participating schools.

This adjusted return rate is considerably above that obtained during the 1991-92 administration when an adjusted return rate of 47.5 percent resulted. A possible contributing factor to the higher return rate experienced during the 1992-93 administration was requiring schools to complete individual rosters. Such rosters required teachers to check distribution and receipt of the survey for each student in their class. Rosters were not used in 1991-92. In addition, all schools were provided with the results from a survey conducted by the Management Analysis Department. This survey addressed special procedures previously used at schools to increase their return rate. A listing of these procedures was sent to each school particpating in the 1992-93 survey.

Table 1 provides data concerning return rates by level of school (i.e., elementary, middle, and senior). As in all previous administrations, elementary school parents were considerably more likely to return the survey in 1992-93 (73.6 percent) than either middle school (50.9 percent) or senior high school (42.5 percent) parents. Elementary school children are more reliable couriers. The surveys may be more likely to arrive home and back to the school when delivered by younger rather than by older students. As in previous years, results for the school effectiveness ratings have been weighted so the responses of parents from each level (elementary, middle, and senior) will be proportional to the number of elementary, middle, and senior high school students districtwide.

Table 1: Return Rates by School Level

	School Level			
	Elementary	Middle	Senior	Total
Surveys Distributed	56,814	22,838	21,684	101,336
Surveys Returned (Families Represented)	29,380	10,083	7,490	46,953
Students Represented	41,827	11,618	9,206	62,651
Representation Rate (%)	73.6	50.9	42.5	61.8

As in previous administrations of the report card, an examination of adjusted return rates by ethnicity indicates that Hispanic and White, Non-Hispanic parents were more likely to return the report card (69.1 percent and 61.3 percent, respectively) when compared to Black, Non-Hispanic parents (50.5 percent). When examining ethnic background among the three groups, data contained in Table 2 indicate the group of parents returning surveys was generally representative of the districtwide student population. However, the differential response rates discussed above resulted in an eight percent under-representation of Black, Non-Hispanic parents and a six percent over-representation of Hispanic parents when compared to the districtwide proportions for the major ethnic groups. To account for this, districtwide responses to survey items for 1992-93 were weighted not only to reflect the relative contribution of elementary, middle and senior high school parents based on districtwide membership but also to reflect districtwide ethnic/racial breakdowns.

Table 2: Ethnic Comparisons between the Respondents, the Sample and the DCPS Student Population

	Ethnic Group		
	White, Non-Hispanic	Black, Non-Hispanic	Hispanic
DCPS Population	16.7%	34.0%	48.0%
Students Represented in Report Card Sample	17.7%	32.2%	48.8%
Students Represented in Report Card Respondents	17.3%	26.0%	53.9%

Student Form. A total of 5,517 forms were distributed to nine senior high schools. Of the surveys distributed 3,056 were returned. Although the survey was to be administered to 11th grade students, 184 students either reported they were currently in the 9th, 10th, or 12th grade or failed to report their current grade. These students were eliminated from the analysis since the School Report Card was intended only for 11th grade students during the 1992-93 school year. An additional group of 65 surveys were eliminated from the analysis because there was a problem in distributing surveys at one high school. This school returned only 65 completed survey forms. Therefore, out of the remaining eight high schools, 2,807 were used in the data analysis. When excluding this high school from the calculation, the return rate rises to 59.7 percent.

B. Demographic and Personal Characteristics

Parent Form. Demographic characteristics for the 1992-93 parent sample were very similar to those from previous administrations of the report card. Data for this administration can be found in Table 3.

Student Form. Table 4 provides data from seven demographic items which were included on the student form. In general, students returning the survey were representative of all 11th grade students districtwide. However, more female students (54.0 percent) responded to the survey than did male students (46.0 percent).

Table 3: Respondent Demographics for the Parent Form

Respondent Characteristics	Number	Percent
Sex: Male	9,124	19.8
Female	37,033	80.2
Ethnicity: White, Non-Hispanic	8,129	17.8
Black, Non-Hispanic	11,404	25.0
Hispanic	24,845	54.5
Other	1,196	2.7
Language Preferred by Respondents Completing the Report Card:		
English	33,885	72.2
Spanish	12,928	27.5
Creole	123	0.3
Degree of Parent Involvement:		
. Discussions with Teacher (at least two or three times)	30,874	67.0
Attendance at School Activities (at least two or three times)	25,937	56.6

C. Analysis of "Don't Know" Responses

School effectiveness results which follow in this section exclude a relatively small group of parents and 11th grade students who were unable to provide ratings to the items on the survey. An average of five percent of the parents and approximately four percent of the students responded "Don't Know" to the school effectiveness items contained on the report card. The percentages reported throughout the remainder of this section exclude "don't know" or "no opinion" responses and, therefore, represent what parents and students who had an opinion thought about each area included on the survey.

D. School Effectiveness Ratings

In an effort to summarize the large volume of data collected, and to allow for comparisons between respondent sets, the ratings (A, B, C, D, and F grades) have been categorized into two major groups: A and B grades vs. C, D, and F grades. All subsequent discussion in this section of the report refers to the percentage of respondents assigning A ("Excellent") and B ("Good") grades. By subtracting these percentages from 100, one can easily determine the percentage of C, D, and F grades. The interested reader is referred to the graphs provided at the end of the Executive Summary for the percentages of respondents assigning each of the five letter grades to each survey item.

Table 4: Respondent Demographics for the Student Form

Respondent Characteristic	Number	Percent
Sex:		
Male	1,516	54.0
Female	1,289	46.0
Ethnicity:		
White, Non-Hispanic	624	22.6
Black, Non-Hispanic	998	36.1
Hispanic	1,038	37.6
Other	102	3.7
Self-Reported Grades:		
A's and B's	1,422	54.7
C's	1,088	41.8
D's and F's	90	3.5
Program of Study:		
College Preparatory	1,659	61.0
Business or Commercial	236	8.7
Vocational or Occupational	295	10.8
Other	531	19.5
Future Educational Plans:		
Vocational or Technical Program	156	5.7
Two-Year College Degree	243	8.8
Four-Year College Degree	2,092	76.1
No Plans After High School	51	1.9
May Not Finish High School	32	1.2
Other	174	6.3
Discuss School with Parents/Guardians:		
At Least Weekly	1,717	62.2
Monthly	310	11.2
Several Times a Year or Almost Never	735	26.6

In general, the vast majority of parents in Dade County view their child's school as effective in helping students learn and achieve. As shown in Table 5, approximately seven out of ten parents (72.4 percent) rated the overall effectiveness of their child's school as either "excellent" (grade of A) or "good" (grade of B). This is slightly lower than last year's results wherein 78.1 percent of the parents surveyed districtwide provided similar ratings. In addition, DCPS parents appear more satisfied with their local schools when compared to parents nationwide, given the satisfaction rating of a national sample of parents surveyed in the 25th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (Elam, Rose, and Gallup, 1993). This survey indicated that approximately 56 percent of the public school parents interviewed nationally provided A and B grades to their local schools overall.

Comparison Among Ethnic Groups. Also similar to previous findings, White, Non-Hispanic parents surveyed in 1992-93 provided lower grades to the overall effectiveness of their schools when compared to either Black, Non-Hispanic and Hispanic parents and students (Table 5). Approximately 68.5 percent of the White, Non-Hispanic parents compared to 69.1 percent of Black, non-Hispanic and 76.0 percent of Hispanic parents rated their schools overall as "excellent" or "good." Once again, Hispanic parents tended to provide the highest grades of all parents completing the survey. Black, Non-Hispanic 11th grade students provided the lowest proportion of A and B grades to the overall functioning of their schools. In the eight high schools participating in the report card project during 1992-93, Black, Non-Hispanic students provided 39.5 percent A and B grades, White, Non-Hispanic students provided 41.5 percent, and Hispanic students provided 42.9 percent A and B grades regarding the question of overall effectiveness of their schools.

Table 5: Overall Level of Satisfaction (A and B Grades): Extent to Which DCPS Schools are Effective in Helping Students Learn and Achieve

	Parents			11th Grade Students		
Ethnic Group	1990-91	1991-92	1992-93	1990-91	1991-92	1992-93
White, Non-Hispanic	73.0	71.4	68.5	58.4	45.0	41.5
Black, Non-Hispanic	77.7	77.0	69.1	49.2	54.3	39.5
Hispanic	83.7	81.3	76.0	52.2	54.2	42.9
Other	78.6	78.0	73.0	55.5	44.9	47.4
Groups Combined	79.8	78.1	72.4	52.8	52.8	41.7

Ratings for Elementary vs. Secondary Schools. There are vast differences in the opinions of DCPS parents according to the grade in which their child is enrolled. Similar to the findings from previous administrations, elementary school parents evaluated their child's school to be more effective than either middle and senior high school parents. Approximately 84.1 percent of the elementary, compared to 62.8 percent of middle, and 52.9 percent of senior high parents provided A and B grades concerning the extent to which their child's school was "effective in helping students learn and achieve."

As was the case during previous administrations, the most pronounced difference in the grades assigned to DCPS schools occurred between elementary and senior high school parents. Again in 1992-93, the responses of these two groups of parents were so different one might get the opinion from reviewing the results that the two sets of parents were evaluating two different school districts.

Student vs. Parent Ratings. Similar to the findings from last year's administration of the report card, 11th grade students provided considerably lower grades than did parents. When asked to grade the extent to which the "school is effective in helping students learn and achieve," 41.7 percent of the students and 72.4 percent of parents provided A and B grades to their school's overall effectiveness.

Tables 6 through 10 contain results from the school effectiveness indicators for the parent and student forms of the School Report Card Survey. A discussion of the findings related to specific indicators can be found below, and a description of each indicator as it is explained in the effective schools research literature is also provided.

E. School Technology Indicators

As previously discussed, School Technology indicators of school effectiveness are concerned with instructional practices or the process and procedures used to educate students. These indicators involve: 1) the opportunity to learn; 2) effective teaching; 3) instructional leadership; 4) structured curriculum; 5) monitoring of student progress; 6) frequent and monitored homework; and 7) a clearly defined academic mission. Each of these indicators are defined below.

Opportunity to Learn. *The research literature indicates that effective schools require students to do more work in class and at home. Students spend more time actively engaged in learning.*

Effective Teaching. *Effective teachers are capable of promoting consistently high levels of student achievement. They are available to students who need help with their work and also listen to their students in an effort to genuinely communicate with them.* It is important to bear in mind that the questions asked on the School Report Card about effective teaching only address limited aspects of this particular indicator. The majority of parents and students are not in a good position to evaluate the professional efficacy of the teaching provided in Dade County schools. There are many factors that enter into what makes a teacher effective, only a few are addressed in the School Report Card Survey.

Instructional Leadership. *Effective principals and assistant principals are strong leaders in curriculum design and instruction but are also supportive, caring, and willing to listen to suggestions. Successful school-level administrators also communicate with parents frequently and are available when needed by parents and students.*

Structured Curriculum. *In effective schools curricular materials, instructional approaches, and assessment instruments are directly related to the learning objectives for the student. Parents and students can also see relevancy of the course content and acknowledge what is being taught in class is important for success outside of the classroom.*

Monitoring of Student Progress. *Effective schools monitor and measure student performance with a variety of assessment procedures. Teachers check student progress frequently and inform parents of students' progress or lack of progress.*

Frequent and Monitored Homework. *In effective schools, considerable homework is required on which students are provided feedback concerning how it is completed. In general, homework is taken seriously and counts toward the final grade.*

Clearly Defined Academic Mission. *Effective schools make a special effort to communicate goals emphasizing the importance of learning and achievement to parents and students.*

Results shown in Tables 6 and 7 indicate the School Technology indicators receiving the highest ratings from parents included the opportunity to learn (80.0 percent A and B grades) and monitoring of student progress (72.6 percent A and B grades). Elementary school parents provided the highest grades in these areas. Although student ratings were considerably lower than those of the parents, students provided their highest ratings to opportunity to learn (53.0 percent A and B grades) and monitoring of student progress (44.7 percent A and B grades).

School Technology indicators receiving the lowest grades from parents included clearly defined academic mission (65.1 percent A and B grades) and frequent and monitored homework (68.2 percent A and B grades). Senior high school parents provided considerably lower ratings in these areas. Students provided their lowest ratings to clearly defined academic mission (35.8 percent A and B grades) and effective teaching (39.0 percent A and B Grades).

For more detailed results, the interested reader is referred to Tables 6 and 7 for the findings pertaining to specific survey items making up the seven School Technology indicators.

F. School Climate Indicators

School Climate indicators involve the environment, atmosphere or the "personality" which exists at schools. These indicators include the areas of: 1) home-school partnership; 2) personalization and caring; 3) high expectations; 4) rewards and recognition; and 5) safe and orderly environment. Each of these indicators are defined below.

Home-School Partnership. *The research literature indicates effective schools have active parent groups which are involved in assisting the school reach its goals. There are a clear set of expectations for parents and opportunities to participate in school functions.*

Table 6: School Technology Indicators
Percentage of A and B Grades Assigned by Survey Respondents

School Effectiveness Indicator: Survey Item	Elementary School Parents	Middle School Parents	Senior High Parents	All Parents	11th Grade Students
Opportunity to Learn:					
• Teachers give students in their classes the opportunity to learn.	89.6	72.6	64.8	80.4	56.9
• Most of the school day is spent in activities related to learning.	89.8	73.0	61.4	79.7	49.0
Effective Teaching:					
• Teachers are available to students who need help with their school work.	79.8	58.3	52.7	69.1	45.2
Instructional Leadership:					
• The principal cares about the students.	86.9	75.5	54.0	77.0	38.0
• The principal communicates with parents in writing or in person.	74.2	55.1	41.7	62.7	N/A
Structured Curriculum:					
• Students learn things that are important to their daily lives.	85.1	67.7	52.4	74.0	30.2
• School work is matched to students' abilities.	79.8	63.5	54.3	70.5	N/A
Monitoring of Student Progress:					
• Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).	84.1	67.1	58.1	74.6	45.0
• Teachers let parents/students know about their (child's) progress (or lack of progress).	83.6	61.2	47.0	70.5	44.4
Frequent and Monitored Homework:					
• Meaningful homework is assigned on a frequent basis.	82.5	60.2	52.6	70.9	45.4
• Teachers let parents/students know that homework is important.	83.2	55.3	38.6	67.1	46.8
• Students are given feedback about their homework.	77.1	58.0	49.1	66.7	37.7
Clearly Defined Academic Mission:					
• This school clearly communicates its main purpose to parents/students.	78.9	54.3	41.2	65.1	35.8

Note: Parent Form percentages reflect relative contribution of elementary, middle, and senior high school parents based on districtwide membership and ethnic breakdowns at each level. Student Form percentages have been weighted for ethnic/racial breakdowns.

Table 7: School Technology Indicators
Student Responses for Items Appearing on the Student Form Only

	Percent A and B Grades
School Effectiveness Indictor: Survey Item	11th Grade Students
Effective Teaching:	
• Teachers listen to their students.	32.7
Instructional Leadership:	
• The principal is seen throughout the school.	39.0
• The principal treats students with respect.	46.8
• The assistant principals are available when needed by students.	40.7
Structured Curriculum:	
• Teachers and students know where students stand; students are prepared for the grades they receive.	39.0
• Classroom tests match what is taught in class.	50.4
• Students are told what they are expected to learn in each subject area.	49.0
Clearly Defined Academic Mission:	
• The main purpose of this school is to help students achieve their full educational and personal potential.	48.4

Personalization and Caring. *Students develop a "social attachment" at effective schools as a result of a sense of caring for students as individuals. Development of this bond between students and their school is promoted by positive and respectful relations between adults and students at the school, as well as by providing direct help to students with their personal problems.*

High Expectations. *Staff from effective schools expect all students to do well and believe that all students have the capacity to do well.*

Rewards and Recognition. *At effective schools there are numerous opportunities for students to be honored for their efforts and performance in academics and their contributions to the school. Rewards are given in a variety of ways but all rewards are designed to reinforce important school goals.*

Safe and Orderly Environment. *At effective schools a safe and orderly environment is maintained for learning; both students and staff feel safe. Rules are agreed upon throughout the school and are viewed as fair and appropriate. The overall climate reflects that the school is a good place to be, a place that is friendly but firm.*

Opportunities for Student Involvement. *In effective schools, opportunities exist for students to help make school rules and to participate in school decisions. There are opportunities for students to come together and support each other, by arranging for shared experiences, and by promoting patterns of dress and school symbols that reinforce important school goals.* This indicator appeared only on the student form of the School Report Card Survey.

Taken as a group, School Climate indicators received lower ratings than did the School Technology indicators previously discussed. In Tables 8 and 9, the School Climate indicators receiving the highest ratings from parents included rewards and recognition (76.4 percent A and B grades) and home-school partnership (73.1 percent A and B grades). Elementary school parents provided the highest grades in these areas. Although student ratings were considerably lower than those of the parents, students provided their highest ratings to rewards and recognition (49.4 percent A and B grades) and high expectations (41.7 percent A and B grades).

As in previous administrations, School Climate indicators receiving the lowest grades from parents included safe and orderly environment (60.5 percent A and B grades) and personalization and caring (66.2 A and B grades). Senior high school parents provided the lowest ratings in these areas. Students provided their lowest ratings to opportunity for student involvement (17.2 percent A and B grades) and home-school partnership (22.8 percent A and B grades).

For more detailed results, the interested reader is referred to Tables 8 and 9 for the findings pertaining to specific survey items making up the five School Climate indicators.

G. Comparison of Findings From 1990-91, 1991-92, and 1992-93

In general, the ratings of parents and students responding to the 1992-93 School Report Card Survey were similar to the ratings of those participating in the last two survey administrations (Tables 10 and 11). Most of the changes which did occur from previous administrations are so small it is not possible to attribute them to a genuine difference in perception on the part of both parents and students completing the survey from one year to the next. Although it is difficult to judge when a genuine difference in perception does occur from year to year among parent and student respondents, it is safe to assume that a change equal to or less than five percentage points does not constitute a difference which could be interpreted as educationally or practically significant.

Parents surveyed in 1992-93 generally provided ratings slightly below those reported by parents in 1990-91 and 1991-92. This finding was consistent for elementary, middle, and senior high school parents and for both types of school effectiveness indicators (i.e., School Technology and School Climate). The single largest difference resulted when senior high school parents and senior high students rated the extent to which "the principal cares about students." For senior high parents, the proportion of A and B grades dropped from 70.9 percent in 1991-92 to 54.0 percent in 1992-93. This represents a 17 point decline. For students, the proportion of A and B grades declined from 64.4 percent in 1991-92 to 38.0 percent in 1992-93. This constituted a 26 percent decrease. This decline in perceived effectiveness of senior high school principals is of the magnitude to conclude that principals of such schools surveyed in 1992-93 were perceived by senior high parents and students as less effective than those participating in 1991-92.

Table 8: School Climate Indicators
Percentage of A and B Grades Assigned by Survey Respondents

School Effectiveness Indicator: Survey Item	Elementary School Parents	Middle School Parents	Senior High Parents	All Parents	11th Grade Students
Home School Partnership:					
• Parents are treated with respect when they contact the school either by phone or in person.	87.3	75.1	60.8	78.7	N/A
• Teachers tell parents what they expect from students.	78.9	59.4	47.0	67.5	N/A
Personalization and Caring:					
• Teachers treat students with respect.	81.5	54.8	41.6	66.7	31.5
• Students treat teachers with respect.	74.3	41.6	33.3	58.0	17.5
• Teachers know their students as individuals.	83.6	59.3	48.4	70.4	39.6
• School counselors are concerned about and try to help students with personal problems.	77.1	66.6	53.9	69.6	50.9
High Expectations:					
• Teachers communicate the idea that all students can and will learn.	84.0	63.6	50.6	72.0	41.7
Rewards and Recognition:					
• Students achievement is recognized at this school by awards, praise, certificates, etc.	86.3	70.5	57.5	76.4	49.4
Safe and Orderly Environment:					
• This school is a safe and secure place.	77.1	48.5	38.9	62.3	30.9
• Students are well-behaved in this school.	67.8	36.0	31.2	52.7	17.8
• Classroom discipline is enforced in a fair and consistent manner.	79.6	54.4	45.7	66.5	34.9

Note: Percentages reflect relative contribution of elementary, middle, and senior high school parents based on districtwide membership and ethnic breakdowns at each level. Student Form percentages have been weighted for ethnic/racial breakdowns.

Table 9: School Climate Indicators
Student Responses for Items Appearing on the Student Form Only

	Percent A and B Grades
School Effectiveness Indicator: Survey Item	11th Grade Students
Home-School Partnership:	
• There is active parent participation at this school.	22.8
Personalization and Caring:	
• A "We" spirit exists at this school.	31.9
• There is a general feeling at this school that someone cares.	27.6
High Expectations:	
• Teachers expect each student to perform at his or her own highest level.	57.3
Safe and Orderly Environment:	
• Students are safe when going to and from school.	32.2
• The school building is clean.	31.1
• The school building is in good repair.	32.5
• Students know and understand the school rules.	29.5
Opportunities for Student Involvement:	
• Students help make the school rules.	13.8
• Students are asked to help solve problems the school is having.	20.7

Table 10: School Technology Indicators
Comparison of Findings from 1990-91, 1991-92, and 1992-93
Percentage of A and B Grades Assigned by Survey Respondents

	All Parents*			11th Grade Students		
School Effectiveness Indicator	90-91	91-92	92-93	90-91	91-92	92-93
Opportunity to Learn:						
• Teachers give students in their classes the opportunity to learn.	83.8	82.3	80.4	65.3	61.8	56.9
• Most of the school day is spent in activities related to learning.	83.4	82.4	79.7	57.1	56.4	49.0
Effective Teaching:						
• Teachers are available to students who need help with their school work.	73.0	70.9	69.1	53.0	50.3	45.2
Instructional Leadership:						
• The principal cares about the students.	79.8	80.3	77.0	50.8	64.4	38.0
• The principal communicates with parents in writing or in person.	66.7	65.3	62.7	N/A	N/A	N/A
Structured Curriculum:						
• Students learn things that are important to their daily lives.	77.9	76.8	74.0	37.7	38.6	30.2
• School work is matched to students' abilities.	74.2	72.8	70.5	N/A	N/A	N/A
Monitoring of Student Progress:						
• Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).	78.1	76.9	74.6	54.7	51.7	45.0
• Teachers let parents/students know about their (child's) progress (or lack of progress).	73.6	72.7	70.5	54.9	52.5	44.4
Frequent and Monitored Homework:						
• Meaningful homework is assigned on a frequent basis.	75.1	74.0	70.9	55.0	53.6	45.4
• Teachers let parents/students know that homework is important.	71.1	69.8	67.1	56.6	54.4	46.8
• Students are given feedback about their homework.	70.2	68.8	66.7	46.5	45.7	37.7
Clearly Defined Academic Mission:						
• This school clearly communicates its main purpose to parents/students.	70.2	68.6	65.1	45.4	46.2	35.8

* Percentages from 1990-91 reflect relative contribution of elementary, middle, and senior high school parents based on districtwide membership at each level. Those from 1991-92 and 1992-93 also include weights to reflect ethnic or ethnic/racial breakdowns within each level.

Table 11: School Climate Indicators
Comparison of Findings from 1990-91, 1991-92, and 1992-93
Percentage of A and B Grades Assigned by Survey Respondents

	All Parents*			11th Grade Students		
School Effectiveness Indicator	90-91	91-92	92-93	90-91	91-92	92-93
Home School Partnership:						
• Parents are treated with respect when they contact the school either by phone or in person.	81.6	81.7	78.7	N/A	N/A	N/A
• Teachers tell parents what they expect from students.	70.5	69.9	67.5	N/A	N/A	N/A
Personalization and Caring:						
• Teachers treat students with respect.	70.7	69.7	66.7	39.5	38.5	31.5
• Students treat teachers with respect.	62.6	60.4	58.0	24.6	22.9	17.5
• Teachers know their students as individuals.	73.8	72.2	70.4	46.3	42.4	39.6
• School counselors are concerned about and try to help students with personal problems.	71.7	70.8	69.6	57.0	54.4	50.9
High Expectations:						
• Teachers communicate the idea that all students can and will learn.	75.0	74.1	72.0	52.3	51.3	41.7
Rewards and Recognition:						
• Students achievement is recognized at this school by awards, praise, certificates, etc.	79.4	80.6	76.4	54.8	61.8	49.4
Safe and Orderly Environment:						
• This school is a safe and secure place.	67.8	65.3	62.3	46.0	43.1	30.9
• Students are well-behaved in this school.	57.8	55.1	52.7	25.4	25.0	17.8
• Classroom discipline is enforced in a fair and consistent manner.	70.5	68.8	66.5	44.3	45.5	34.9

* Percentages for 1990-91 reflect relative contribution of elementary, middle, and senior high school parents based on districtwide membership at each level. Those from 1991-92 and 1992-93 also include weights to reflect ethnic/racial breakdowns within each level.

H. Use of the Results From the 1992-93 School Report Card Survey

Seeley (1984) asserts that schools with effective parent involvement include parents in the assessment of needs which emphasizes problem-solving and shared ownership of problems. The development of the School Report Card with its emphasis on measuring parental and student attitudes concerning school effectiveness, represents an attempt to contribute to this needs assessment process involving parents.

Survey findings from the parent and student forms were distributed to each school several weeks before the 1992-93 school year began. As was the case last year, principals from schools participating in the 1992-93 report card survey were encouraged to discuss results from the report card with staff and to include the findings in their school improvement plans. Schools received comparative results for other schools housing similar grades and districtwide findings in order to enhance their interpretation of the data. All narrative comments submitted by parents were typed to protect the respondent's anonymity and were also distributed to the schools concerned.

Schools not participating in the 1992-93 sample were also provided with results from this latest administration. These schools were also given a copy of their results from previous administrations in order to make comparisons. Principals were encouraged to include these findings in their future school improvement plans. The parent newsletter detailing findings for each school participating in the 1992-93 administration will be distributed to all parents with children attending these schools.

I. Future Administrations of the School Report Card Survey

The School Report Card Survey has been administered for the past five years. The 1992-93 survey administration completes a three-year cycle wherein one-third of DCPS schools have been surveyed each of the past three years. Except for a few new schools, all schools have participated in the School Report Card Project for two administrations.

Since the three-year cycle has been completed the report card project will be replaced with a series of School Climate Surveys. The need for conducting an annual school climate survey originated from the state's legislation regarding school reform, *Blueprint 2000: A System of School Improvement and Accountability*. An annual public report for all schools composed of specific key data elements for each of the seven goals of *Blueprint 2000* is needed by December 1994. Key Data Element No. 2 under Goal 4 calls for a school climate survey. The passage below pertains to this new mandate.

> "The learning environment of the school will be evaluated by surveying students, parents, teachers, and staff. Local schools or districts will select or develop instruments to measure the learning environment and these surveys will be conducted in a manner which will yield valid and reliable data. Survey data will be used for school improvement purposes at school and district levels..." (Pg. 13)

The climate surveys are scheduled for distribution to samples of parents, students, teachers, and other staff in mid-May 1994. Subsequent to survey administration, forms will be scanned and by-school reports prepared and distributed to all DCPS schools by December 1994.

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APPENDIX A

School Report Card Survey: Parent Form (English, Spanish, and Haitian-Creole)

SCHOOL REPORT CARD

Dade County Public Schools
Octavio J. Visiedo
Superintendent of Schools

United Teachers of Dade
Pat L. Tornillo, Jr.
Executive Vice President

Dear Parent:

Your opinion matters. You can make a difference in how your child is educated. That is why you are strongly encouraged to join other Dade County parents in participating in the "School Report Card Project." This project is designed to help each Dade County Public School become a better place in which to learn. You, as a parent, are one of our most valuable sources of information about the schools. We want to know what YOU think about the education your child is receiving.

The survey is a "report card" for your child's school. Just as the school grades your child, we want you to grade your child's school. The purpose of this report card is to allow you to honestly express your feelings and opinions about your child's school. You will notice that the report card is printed in both English and Spanish. Please complete the survey in the language of your choice.

If you have more than one child attending the same school, you should receive more than one report card. Please fill out and return **only one report card per school**. Even though your children may be having very different experiences in a particular school, do your best to provide us with responses that represent your overall impression of that school..

Once you have finished filling out the report card, please seal it in the envelope provided and have your child return it to his or her school. We do not want your name on your answer sheet. Your answers are confidential. (You may, if you prefer, mail the completed survey directly to the Office of Educational Accountability, 1444 Biscayne Blvd., Room 100, Miami, Florida, 33132.)

If you have any questions about how to fill out the report card, please call Mr. Miguel Fernandez at 995-7470. He will be happy to give you the assistance you need. Remember, your opinion will make a difference!

PLEASE PRINT THE NAME OF YOUR CHILD'S SCHOOL ON THE LINE BELOW. NO SURVEY CAN BE USED WITHOUT THIS INFORMATION, AS RESPONSES FROM ALL PARENTS WILL BE COMBINED AND RETURNED TO THE SCHOOL FOR USE IN PLANNING IMPROVEMENTS.

____
SCHOOL

***DIRECTIONS FOR MARKING**: Place a check (√) in the circle to show your answer.*

Please answer the following questions about **YOURSELF**. Mark only one answer for each question unless otherwise indicated.

1. **Are you:**

○ Female ○ Male

2. **How would you best describe yourself?**

○ White, non-Hispanic ○ Black, non-Hispanic ○ Hispanic ○ American Indian/Alaskan Native ○ Asian/Pacific Islander

3. **How many times this school year did YOU discuss your child's progress (in person or by phone) with any of your child's teachers?**

○ Never ○ Once ○ Two or three times ○ Four or five times ○ Six or more times

4. **How many school-related activities have you attended this year? Please include the following activities: PTA Meetings, Open House or Back to School Night, parent-teacher conferences, meetings, theatrical performances, etc.**

○ Never ○ Once ○ Two or three times ○ Four or five times ○ Six or more times

5. **In what grades do you have children enrolled at this school? (Check as many grades as needed.)**

(PK) (K) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

CONTINUE →

DCA Auth;Exp. Date: June 30,1993

***INSTRUCTIONS:* Students receive the grades A, B, C, D, and F on their report cards. Suppose your child's school were graded in the same way. Use the scale A, B, C, D, and F to assign grades to your child's school.**

Although you may not have complete information needed to assign a grade in each area, please provide a grade for each area based upon the information you have. If you feel unable to assign a grade, use the "Don't Know" or DK category. Place a check (√) in the circle to show your answer.

GRADE YOUR CHILD'S SCHOOL

A = Excellent
B = Good
C = Fair
D = Poor
F = Very Poor
DK = Don't Know

6.	**Teachers give students in their classes the opportunity to learn.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
7.	Teachers are available to students who need help with their school work.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
8.	Classroom discipline is enforced in a fair and consistent manner.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
9.	Most of the school day is spent in activities related to learning.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
10.	**The principal cares about the students.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
11.	Students learn things that are important to their daily lives.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
12.	**School work is matched to student's abilities.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
13.	Meaningful homework is assigned on a frequent basis.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
14.	Students are given feedback about their homework.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
15.	Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
16.	Teachers let parents know about their child's progress (or lack of progress).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
17.	Teachers let parents know that homework is important.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
18.	**Parents are treated with respect when they contact the school either by phone or in person.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
19.	The principal communicates with parents in writing or in person.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
20.	**Teachers tell parents what they expect from students.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
21.	Teachers treat students with respect.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
22.	**Students treat teachers with respect.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
23.	Teachers know their students as individuals.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
24.	**School counselors are concerned about and try to help students with personal problems.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
25.	Teachers communicate the idea that all students can and will learn.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
26.	**Student achievement is recognized at this school by awards, praise, certificates, etc.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
27.	Students are well-behaved in this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
28.	**This school is a safe and secure place.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
29.	This school clearly communicates its main purpose to parents.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK
30.	**This school is effective in helping students learn and achieve.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	DK

PLEASE CHECK YOUR ANSWER SHEET TO MAKE SURE YOU ANSWERED EVERY QUESTION. HAVE YOUR CHILD RETURN THIS SURVEY TO THE SCHOOL IN THE ENVELOPE PROVIDED. BE SURE TO SEAL THE ENVELOPE.

THANK YOU FOR YOUR COOPERATION!

DCA Auth;Exp. Date: June 30,1993

BOLETÍN DE CALIFICACIONES PARA ESCUELAS

Escuelas Públicas del Condado de Dade
Ocatavio J. Visiedo
Superintendente de Escuelas

Maestros Unidos de Dade
Pat L. Tornillo, Jr.
Vice-Presidente Ejecutivo

Estimados padres:

Sus opiniones son muy importantes. Ustedes pueden efectuar cambios en la manera en que sus hijos son educados. Es por eso que les urgimos a que se unan a otros padres del Condado de Dade y participen en el "Proyecto del Boletín de Calificaciones para Escuelas." Este proyecto ha sido diseñado para ayudar a cada una de las escuelas públicas del Condado de Dade a superarse como planteles de instrucción. Ustedes, como padres, son una de nuestras más valiosas fuentes de información acerca de nuestras escuelas. Queremos saber lo que ustedes piensan acerca de la educación que su hijo/a está recibiendo.

El cuestionario es un boletín de calificaciones para la escuela de su hijo/a. Del mismo modo que la escuela califica a su hijo/a, queremos que ustedes califiquen a la escuela de su hijo/a. El propósito de este boletín es el de proporcionarles una oportunidad de expresar honestamente sus opiniones y sentimientos en cuanto a la escuela de su hijo/a. Podrán notar que el boletín está redactado en inglés y en español. Por favor, llenen la encuesta en el idioma que les sea más conveniente.

Si tienen más de un/a hijo/a que asiste a la misma escuela, deberán recibir más de un boletín de calificaciones. Por favor, llenen y devuelvan **solamente un boletín por escuela**. Aunque es posible que sus hijos estén pasando por experiencias diferentes en la misma escuela, hagan lo posible por proporcionar respuestas que representen su impresión general de la escuela.

Una vez que hayan terminado, por favor, asegúrense de que su hijo/a devuelva el boletín de calificaciones a su escuela. No queremos que escriban sus nombres en la página de respuestas. Sus respuestas son confidenciales. (Ustedes pueden, si es que así lo prefieren, enviar este boletín de calificaciones a la sigiente dirección: Office of Educational Accountability, 1444 Biscayne Blvd., Room 100, Miami, Florida, 33132.) Si tienen alguna pregunta acerca de como llenar el "Boletín de Calificaciones para Escuelas," por favor, llamen a Miguel Fernandez al 995-7470. El les atenderá gustosamente. ¡Recuerden que sus opiniones pueden operar cambios!

POR FAVOR, ESCRIBAN CON LETRA DE MOLDE EL NOMBRE DE LA ESCUELA DE SU HIJO/A EN LA LÍNEA A CONTINUACIÓN. NO SE PODRÁ UTILIZAR NINGUNO DE LOS FORMULARIOS DE LA ENCUESTA SIN ESTA INFORMACIÓN, DEBIDO A QUE LAS RESPUESTAS DE TODOS LOS PADRES SE COMBINARÁN Y SE DEVOLVERÁN A LA ESCUELA PARA SER UTILIZADAS EN LA PLANIFICACIÓN DE LAS MEJORAS.

____
LA ESCUELA

***INSTRUCCIONES PARA MARCAR SUS RESPUESTAS**: Escriba una señal (√) en el círculo para mostrar su respuesta.*

Por favor, responda a las siguientes preguntas sobre SU PROPIA PERSONA. Marque solamente una respuesta para cada una de las preguntas excepto cuando se le indique lo contrario.

1. **Es usted:**

○ Mujer ○ Hombre

2. **¿Como se describe mejor a sí mismo/a?**

○ Blanco, no hispano ○ Negro, no hispano ○ Hispano ○ Indio americano/Nativo de Alaska ○ Asiático/oriundo del Pacífico

3. **¿Cúantas veces durante este curso escolar habló USTED con alguno de los maestros de su hijo/a acerca del progreso o los problemas de su hijo/a (en persona o por teléfono)?**

○ Nunca ○ Una vez ○ Dos o tres veces ○ Cuatro o cinco veces ○ Seis o más veces

4. **¿A cuantas actividades relacionadas con la escuela ha asistido este curso? Por favor, incluya las siguientes actividades: las reuniones de la Asociación de Padres y Maestros (PTA), la Celebración de Puertas Abiertas (Open House) o la Noche de Regreso a la Escuela (Back to School Night), conferencias entre padres y maestros, reuniones, presentaciones de teatro, etc.**

○ Nunca ○ Una vez ○ Dos o tres veces ○ Cuatro o cinco veces ○ Seis o más veces

5. **¿En cuales grados tiene usted hijos matriculados en esta escuela? (Marque tantos grados como sea necesario.)**

○ PK ○ K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12

CONTINUA →

DCA Auth;Exp. Date: June 30,1993

***INSTRUCCIONES:* Los estudiantes reciben las calificaciones de A, B, C, D y F en su informe de progreso escolar. Suponga que la escuela de su hijo/a fuese calificada del mismo modo. Utilice la escala de A, B, C, D y F para asignar calificaciones a la escuela de su hijo/a.**

Aunque es posible que usted no tenga toda la información necesaria para calificar a cada una de las cuestiones que se le presentan, por favor, asigne una calificación a cada una de las cuestiones, basandose en la información de que dispone. Si piensa que no está capacitado para asignar una calificación, utilice la categoria "No sé" o NS.

Escriba una señal (√) en el circulo para mostrar su respuesta.

CALIFIQUE A LA ESCUELA DE SU HIJO/A

A = Excelente
B = Bueno
C = Regular
D = Pobre
F = Muy Pobre
NS = No Sé

6.	**Los maestros proporcionan a los estudiantes en sus clases la oportunidad de aprender.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
7.	Los maestros se encuentran a la disposición de los estudiantes que necesitan ayuda con sus tareas escolares.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
8.	La disciplina en las clases se mantiene en forma justa y consistente.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
9.	La mayoría de la jornada escolar se pasa en actividades relacionadas con el aprendizaje.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
10.	El/la director/a se preocupa por los estudiantes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
11.	Los estudiantes aprenden cosas de importancia para sus vidas cotidianas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
12.	**Las tareas escolares se ajustan a las aptitudes del estudiante.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
13.	Se asignan tareas significantes a realizar en la casa en forma frecuente.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
14.	Los estudiantes reciben información acerca del resultado de las tareas que realizen en la casa.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
15.	Los maestros se valen de muchos medios diferentes (pruebas, discusiones, y tareas a realizar en la casa) para mantenerse al tanto de como progresan los estudiantes en cada una de las asignaturas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
16.	Los maestros informan a los padres acerca del progreso (o falta de progreso) de su hijo/a.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
17.	Los maestros informan a los padres que las tareas a realizar en la casa son importantes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
18.	**Los padres son tratados con respeto cuando se comunican con la escuela bien por teléfono o personalmente.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
19.	El/la director/a se comunica con los padres por escrito o personalmente.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
20.	Los maestros le dicen a los padres lo que esperan de los estudiantes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
21.	Los maestros tratan a los estudiantes con respeto.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
22.	**Los estudiantes tratan a los maestros con respeto.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
23.	Los maestros conocen a sus estudiantes individualmente.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
24.	Los consejeros escolares se preocupan por los estudiantes y tratan de ayudarlos con sus problemas personales.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
25.	Los maestros comunican la idea de que todos los estudiantes tienen la capacidad de aprender y que aprenderán.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
26.	Los logros de los estudiantes se reconocen en esta escuela mediante premios, elogios, certificados, etc.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
27.	Los estudiantes se comportan bien en esta escuela.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
28.	Esta escuela es un lugar seguro y bien resguardado.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
29.	Esta escuela comunica claramente a los padres su propósito principal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)
30.	**Esta escuela es eficaz en proporcionar ayuda a los estudiantes para que aprendan y alcancen el éxito.**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	(NS)

POR FAVOR, REVISE SU HOJA DE RESPUESTAS PARA ASEGURARSE DE QUE HA RESPONDIDO A TODAS LAS PREGUNTAS. HAGA QUE SU HIJO/A DEVUELVA ESTA ENCUESTA A LA ESCUELA EN EL SOBRE QUE SE LES PROPORCIONA. POR FAVOR, NO DEJE DE SELLAR EL SOBRE.

¡MUCHÍSIMAS GRACIAS POR SU COOPERACIÓN!

DCA Auth;Exp. Date: June 30,1993

KANÈ POU LEKÒL

LEKOL PIBLIK DADE COUNTY
Octavio J. Visiedo
Sipè-Entandan Lekòl yo

Inyon Pwofesè Dade
Pat L. Tonillo, Jr.
Vis-Prezidan Ekzekitif

Chè Paran,

Opinyon pèsonèl pa-ou konte anpil. Ou kab lakoz gwo chanjman fèt lan fason y'ap edike pitit ou. Se poutètsa y'ap ankouraje-ou jwenn, san pèdi tan, lòt paran Dade County yo epi patisipe lan "Pwojè Bay Lekòl Yo Kanè". Yo antreprann pwojè sa-a, se pou ede chak Lekòl Piblik Dade County vini youn pi bon kote pou etidye. Oumenm, kòm paran, se younn nan sous enfòmasyon nou ki pi valab konsènan lekòl yo. Nou bezwen konnen sa OUMENM panse de edikasyon pitit ou-a ap resevwa.

Ankèt la se youn "kanè" ki anrapò avèk lekòl pitit ou-a. Jisteman, kòm lekòl la ap bay pitit ou-a pwen, nou ta renmen p'ou bay lekòl pitit ou-a pwen tou. Bi kanè sa-a ap rapousuiv se pèmèt ou di, onètman, sa ou santi ak sa ou panse konsènan lekòl pitit ou-a. Ou va remake kanè-a enprime ni an Angle ni an Kreyòl Ayisyen. Silvouplè, reponn kesyon ankèt la, nan lanng ou pi pito-a.

Si ou gen depase youn timounn nan menm lekòl la, ou-ap resevwa plis pase youn kanè. Silvouplè, ranpli epi voye youn sèl kanè retounen pou chak lekòl. Menmsi pitit ou yo kapab pa genyen menm esperyans la lan menm lekòl la, fè tout posib ou, pou ban nou repons ki reprezante enpresyon jeneral ou genyen sou lekòl sa-a.

Ounfwa ou fini ranpli kanè-a, silvouplè, fèmen-n lan anvlòp yo te voye-a, epi asire-ou pitit ou-a pote li retounen lekòl la. Nou pa vle ou mete non-ou sou fèy repons la. Repons ou bay yo ap rete sekrè. Ou kapab, si ou vle, lè ou fini ranpli fèy-kesyon-an, voye-l dirèkteman nan: Office of Educational Accountability, 1444 Biscayne Blvd. - Room 100, Miami, Florida 33132.

Si ou genyen nenpòtki kesyon sou fason pou ranpli kanè-a, silvouplè, rele Msya. Miguel Fernandez nan 995-7506. Li va kontan founi-ou asistans ou bezwen-an. Sonje opinyon pèsonèl pa-ou va lakoz chanjman ki konsekan!

SILVOUPLÈ METE NON LEKÒL PITIT OU-A AN LÈT MAJISKIL, SOU LIYN ANBA-A. YO P'AP KAPAB SÈVI AK OKENN FÈY ANKÈT KI PA GENYEN ENFÒMASYON SA-A, PLISKE Y'AP METE REPONS TOUT PARAN YO ANSANM EPI VOYE YO RETOUNEN NAN LEKÒL LA. POU YO KAPAB SÈVI LAN PLAN AMELYORASYON YO.

____
NON LEKÒL PITIT OU-A

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KONSIYN SOU JAN EKRI REPONS YO: Mete youn (√) lan ti bwat anba yo pou montre repons ou.

Silvouplè, reponn kesyon sa yo ki anrapò ak PWÒP TÈT PA OU. Tyeke youn sèl repons sèlman, pou chak kesyon, sofsi yo ta mande fè otreman.

1. Eske ou se youn:

☐ Fi ☐ Gason

2. Kisa ki ta di sa ou ye pi byen?

☐ Blan, ki pa Panyòl ☐ Nwa ki pa Panyòl ☐ Panyòl
☐ Endyen Meriken/Natif-Natal Alaska ☐ Asyatik/Natif-Natal zile Pasifik

3. Konbyen fwa nan ane-a lekòl la OU diskite sou randman pitit ou-a (dirèkteman oswa lan telefòn) avèk younn lan pwofesè pitit ou-a?

☐ Jamè fwa ☐ Oun fwa ☐ De ou twa fwa ☐ Kat ou senk fwa ☐ Sis oubyen plis

4. Nan konbyen aktivite ki anrapò avèk lekòl ou te patisipe ane sa-a? Silvouplè konsidere aktivite tankou: Reyinyon PTA, Vizit Lekòl oubyen Sware Re-Ouvèti Lekòl, Konferans paran-pwofesè, Reyinyon, Teyat, etsetera...

☐ Jamè fwa ☐ Oun fwa ☐ De ou twa fwa ☐ Kat ou senk fwa ☐ Sis oubyen pi plis toujou

5. Nan ki klas pitit ou yo ye nan lekòl sa-a, (Tyeke kantite klas ki nesesè).

[PK] [K] [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12]

KONSYN: Elèv yo resevwa nòt A, B, C, D ak F lan kanè yo. Fè kòmsi lekòl pitit ou-a te resevwa nòt menmjan-an. Sèvi avèk sistèm A, B, C, D ak F la pou bay lekòl pitit ou-a nòt.

Byenke ou kab pa genyen tout enfòmasyon ki nesesè pou bay oun nòt konsènan chak matyè, silvouplè bay oun nòt pou chak matyè sou baz enfòmasyon ou dispoze-a. Si ou santi ou pa kapab bay ou nòt, mete "Mwen pa konnen" oubyen "PK" kòm repons. Mete youn siyn (√) pou reponn ou tyeke-a.

BAY LEKÒL PITIT OU-A NÒT

A = Trèbyen
B = Bon
C = Pasab
D = Fèb
F = Fèb Anpil
PK = Pa Konnen

6. Pwofesè pandan klas yo bay elèv yo opòtinite pou yo li.......... [A] [B] [C] [D] [F] [PK]

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7. Elèv ki bezwen èd lan travay lekòl yo jwenn pwofesè travay avèk yo........................ [A] [B] [C] [D] [F] [PK]

8. Yo kenbe disiplin nan salklas lekòl la, sou youn baz ki jis epi konsekan.................. [A] [B] [C] [D] [F] [PK]

9. Pi fò aktivite ki fèt pandan jounen lekòl la anrapò avèk zafè aprann.................... [A] [B] [C] [D] [F] [PK]

10. Direktè/tris lekòl la sousye-l de elèv yo.................... [A] [B] [C] [D] [F] [PK]

11. Elèv yo aprann bagay ki enpòtan pou lavi chak jou yo........... [A] [B] [C] [D] [F] [PK]

12. Devwa yo bay elèv yo koresponn a sa yo kapab fè.............. [A] [B] [C] [D] [F] [PK]

13. Yo bay travay ki fè sans pou fè lakay, souvan.................. [A] [B] [C] [D] [F] [PK]

14. Elèv yo resevwa esplikasyon sou rezilta devwa yo fin fè lakay yo. [A] [B] [C] [D] [F] [PK]

15. Pwofesè yo anplwaye divès kalite metòd pou yo kontwole rezilta elèv nan chak matyè (ekzamen, diskisyon ak devwa lakay)...... [A] [B] [C] [D] [F] [PK]

16. Pwofesè yo enfòme paran yo sou pwogrè (osinon move randman) pitit yo........................ [A] [B] [C] [D] [F] [PK]

17. Pwofesè yo fè paran konnen devwa yo bay pou fè lakay yo se youn bagay ki enpòtan............... [A] [B] [C] [D] [F] [PK]

18. Yo trete paran yo avèk respè lè yo kontakte lekòl la, oubyen pa telefòn oubyen lè yo vinn pèsonnèlman......................... [A] [B] [C] [D] [F] [PK]

19. Direktè/tris la kominike avèk paran yo pa ekri oubyen direkteman, anpèsòn.................. [A] [B] [C] [D] [F] [PK]

20. Pwofesè yo di paran yo kisa yo espere de elèv yo.............. [A] [B] [C] [D] [F] [PK]

21. Pwofesè yo trete elèv yo avèk respè.......................... [A] [B] [C] [D] [F] [PK]

22. Elèv yo trete pwofesè yo avèk respè.......................... [A] [B] [C] [D] [F] [PK]

23.	Pwofesè yo konnen chak grenn elèv pèsonnèlman....................	[A]	[B]	[C]	[D]	[F]	[PK]
24.	Pwoblèm pèsonnèl elèv yo konsènen konseye eskolè yo, epi yo fèt pou chache ede elèv yo rezoud pwoblèm sa yo...........	[A]	[B]	[C]	[D]	[F]	[PK]
25.	Pwofesè yo prezante ide tout elèv yo genyen kapasite etidye, epi yo va etidye reyèlman......	[A]	[B]	[C]	[D]	[F]	[PK]
26.	Nan lekòl sa-a, yo rekonpanse siksè elèv yo avèk pri, elòj, sètifika, etsetera.............	[A]	[B]	[C]	[D]	[F]	[PK]
27.	Elèv yo konpòte yo byen nan lekòl sa-a.....................	[A]	[B]	[C]	[D]	[F]	[PK]
28.	Lekòl sa-a se youn etablisman kote mounn pa andanje epi youn kote ki gen sekirite...........	[A]	[B]	[C]	[D]	[F]	[PK]
29.	Lekòl sa-a esplike paran yo byen ki bi prensipal l'ap rapousuiv...	[A]	[B]	[C]	[D]	[F]	[PK]
30.	Lekòl sa-a se youn etablisman ki ede elèv yo etidye epi ede yo reyisi toutbonvre..............	[A]	[B]	[C]	[D]	[F]	[PK]

SILVOUPLÈ KONTWOLE FÈY REPONS OU-A POU KAB WÈ AK SÈTITID SI OU REPONN CHAK KESYON YO. VOYE PAPYE ANKÈT SA-A RETOUNEN LEKÒL LA NAN ANVLÒP KI TE VINI AVÈK LI-A. SONJE KACHTE ANVLÒP LA.

MÈSI POU KOLABORASYON-OU!

OCA Auth;Exp. Date:June 30, 1993

Appendix B

Administration Instructions for Principals and Teachers: Parent and Student Forms

The School Report Card Survey 1992-93 -- Parent Form

General Instructions for Principals

The purpose of this survey is to learn what the parents of DCPS students think about the schools their children attend. The ultimate goal of this project is to help each Dade County Public School become a better place in which to learn. As a principal, you play a vital role in making this project a success. It will be up to you to convey to your staff the importance of the School Report Card. Because of the magnitude of this project, these instructions give you a nearly step-by-step description of how this survey should be administered in your school.

- **Please implement a systematic method to insure that each and every student attending your school receives a survey.**

The materials you have received along with these instructions are the surveys that should be distributed to the teachers in your school. The surveys have been bundled into packets of ten to aid in distribution. Rosters have been provided this year to help in the distribution of surveys. Please distribute the appropriate number of forms and the corresponding roster to each teacher. Rosters contain names of the students enrolled in homeroom/attendance periods. The section number found in the upper right hand corner of the roster is the code selected by your school to facilitate the distribution of important school-related materials. In the elementary and middle schools, we have added the grade as a prefix to the section number. Please note that a preceding "K" denotes prekindergarten and "0" denotes kindergarten classes. The senior high school section numbers were left as the original three digit code.

- **Teachers are to distribute the surveys on May 10. Be sure the teachers receive the materials and instructions at least one day ahead of time.**

Because there are several tasks that we are asking each teacher to perform, it is important that the teachers receive the materials ahead of time. Be sure, however, that your teachers understand that even though the surveys are being given to them early, they are not meant to be distributed to the students until May 10. If a teacher is absent during any of the survey period, please be certain that the substitute has enough information to allow him or her to carry on with the process without interruption.

- **Please designate a centrally located site within your school where teachers may bring the completed survey forms.**

The teachers have been asked to bring the completed forms to a centrally located site within the school at the end of each day or at the end of the period used for distribution. It is up to you to designate that site and to inform the teachers where that site is. Because this is extremely sensitive material, and because confidentiality has been assured to all who participate, the site you select must be secure and have limited access. In addition to depositing the completed surveys at the end of each day, the teachers should also turn in their undistributed surveys and completed rosters at the end of the survey period.

- **Please neatly package completed forms separating used from unused forms as much as possible. Place all forms in boxes secured with tape and return completed surveys through school mail.**

All schools are expected to distribute the surveys to the students on Monday, May 10. The survey period will last that entire school week, ending on Friday, May 14. It is very important that the survey period occurs on exactly these dates. Your teachers have been instructed to continue accepting completed surveys after the survey period has officially ended, and to deliver them to a site designated by you. You may use school mail to forward all surveys to Dale Romanik, OEA, Location #9023, Room 100.

- **Remember, you are ultimately responsible for the number of surveys returned by your parents.**

You are encouraged to discuss with your staff how best to ensure a good return rate. However, it is important to note that parents with more than one child attending your school have been instructed to return only one survey. Therefore, not every child attending your school is expected to bring a survey back to his/her teacher. It is extremely important to have as many families as possible respond to the survey. The usefulness of the survey results for your school demands a **representative** group of parents complete the survey. Please refer to the attached document entitled "Suggestions to Improve Survey Return Rates" for additional ideas regarding how to maximize returns at your school.

If you have any questions or concerns, please call Mr. Dale Romanik or Dr. Terry Froman at 995-7470.

Your assistance in this project is greatly appreciated.

The School Report Card Survey 1992-93 -- Parent Form
General Instructions for Teachers

The envelopes you have just received contain copies of an attitudinal survey called the "School Report Card." The purpose of this survey is to learn what the parents of the DCPS students think about the schools their children attend. The ultimate goal of this project is to help each Dade County Public School become a better place in which to learn. As a teacher, you play a vital role in making this project a success. It will be up to you to convey to your students the importance of this project and to encourage the participation of their parents.

- **Review the survey materials and instructions.**

You should have received the survey materials and instructions prior to the survey period to allow you sufficient time to review the procedures. Ensure that you have a sufficient number of surveys so that each student may receive one. Your principal will be able to supply you with additional surveys if you have not received an adequate amount. If, on the other hand, you were provided with more surveys than necessary, you are asked to return them at the end of the survey period.

- **On Monday, May 10, distribute the surveys.**

The official survey period will last five school days, beginning on Monday, May 10, and ending on Friday, May 14. It is very important that the survey period occurs on exactly these dates. On the first day of the survey period you should distribute a survey to every student present in your class. You may use the following paragraph as a guide in expressing directions to your class after distributing the survey forms.

> *The envelopes you have just received contain a survey called the "School Report Card." The purpose of this survey is to allow your parents an opportunity to grade this school. Please deliver the envelope to your parents and have them fill out the survey form as soon as possible. After your parents have completed the survey and sealed the envelope, please return it to me in this class the following day.*

- **Continue to distribute surveys as needed during the survey week.**

If because of absenteeism a student did not receive a survey on May 10, or if a student has subsequently lost the survey form, you may continue to distribute surveys through May 13. You should **not** distribute any surveys after May 13. Friday, May 14, should be reserved exclusively for collecting surveys that have not yet been returned to the school.

- **Complete and return student rosters.**

You have been provided with a student roster which lists the names of your students. Place a check ( ) under the column headed "Distributed" when passing out surveys and a check ( ) under the column headed "Returned" when students return the completed surveys. Maintain the roster in this manner throughout the survey period. Every student in your class is not expected to return a survey since parents are instructed to return one completed survey per school. Students can be counted as returning a survey if they indicate that a sibling returned a completed form in another classroom. Turn the roster in on Friday, May 14th, at the designated collection site along with the surveys you are returning on the final day.

- **Collect completed surveys throughout the survey period.**

Please remind your students to return the surveys to you on each day of the survey period. On Thursday, May 13, you should inform your students of the deadline for return of the surveys on the following day. As you collect completed surveys, make certain that the envelope in which each returned survey is contained is sealed. If an envelope is not sealed, have the student seal it before giving it to you. Confidentiality is extremely important. We must do everything possible to assure students and parents that individual responses to the School Report Card will not be seen by any school-level personnel. If a student brings in a completed survey without an envelope, you may provide that student with any (sealable) envelope that you have available.

- **You may not receive a completed survey from every student.**

It is important that your school have the best possible return rate for this survey. You should provide every encouragement possible. However, it is important to note that parents with more than one child attending your school have been instructed to return only one survey form. Therefore, not every child enrolled in your class is expected to return a survey.

- **Return completed surveys to the collection site at your school.**

As you collect completed surveys from your students each day, bring them to the centrally located collection site in your school. If you do not know where this collection place is, ask your principal. On the last day of the survey period, turn in all undistributed surveys to the same place you deposited the completed surveys. If a student returns a survey after the official survey period ends, it should still be accepted and brought to the collection site designated by your principal. It is very important that you encourage your students to return the completed surveys within the timeframe of the actual week-long survey period. Please refer to the attached document entitled "Suggestions to Improve Survey Return Rates" for additional ideas regarding how to maximize returns from your class.

If you have any questions or concerns, please call Mr. Dale Romanik or Dr. Terry Froman at 995-7470.
Your assistance in this project is greatly appreciated.

The School Report Card Survey 1992-93 -- Student Form
General Instructions for Principals

In addition to the *parent* form of the School Report Card Survey, your school will also be participating in the *student* survey. The purpose of this survey is to learn what the 11th grade students of DCPS think about the schools they attend. The ultimate goal of this project is to help each senior high school become a better place in which to learn.

As a principal, you play a vital role in making this project a success. It will be up to you to convey to your staff the importance of the School Report Card. Because of the magnitude of this project, these instructions give you a nearly step-by-step description of how this survey should be administered in your school.

- **Please implement a systematic method to insure that each and every 11th grade student attending your school receives a survey.**

The materials you have received along with these instructions are the surveys that should be distributed to the teachers in your school. No rosters are provided this year for the student form. You may use your best judgement in devising a method to insure that each and every 11th grade student will be provided with a minimum of 20 minutes of class time to complete the survey. You may choose to administer the survey to all 11th grade language arts classes, for example, as was done previously, or you may devise another comparable method. The method you use should provide a survey to every 11th grade student attending your school. **Remember, you are ultimately responsible for the return rate at your school.**

- **Teachers are to distribute the surveys on one day from May 19th through May 21th. Be sure the teachers receive the materials and instructions at least one day ahead of time.**

The surveys should be distributed in the classes designated by you from Wednesday, May 19th through Friday, May 21th. Please make sure that you distribute the surveys to your teachers prior to May 19th, so that the teachers may familiarize themselves with the directions they are being asked to follow. Only students in attendance on the days the survey is administered will be able to participate.

- **Please distribute extra survey forms to your teachers as needed.**

Each school has been provided 50 additional survey forms. It is extremely important that you keep careful track of the usage of these extra forms. The reason for these precautions is that we must monitor the distribution of the surveys in order to correctly calculate our return rates.

- **Please designate a centrally located site within your school where teachers may bring the completed survey forms.**

Immediately after the survey has been administered to a class, the teacher has been instructed to bring the completed forms in the sealed envelope provided by OEA, as well as any surveys that were not distributed, to a centrally located site within the school. It is up to you to designate that site and to inform the teachers where that site is. (If, because of schedule conflicts, it is not possible for a teacher to return the completed surveys immediately after survey administration, the teacher should deposit them at the collection site as soon as possible.) Because this is extremely sensitive material, and because confidentiality has been assured to all who participate, the site you select must be secure and have limited access. In addition to depositing the completed surveys at the end of each day, the teachers should also turn in their undistributed surveys at the end of the survey period.

- **Please neatly package completed forms separating used from unused forms as much as possible. Place all forms in boxes secured with tape and return completed surveys through school mail to OEA, D. Romanik, Location # 9023, Room 100.**

If you have any questions or concerns, please call Mr. Dale Romanik or Dr. Terry Froman at 995-7470.

Your assistance in this project is greatly appreciated.

The School Report Card Survey 1992-93 -- Student Form
General Instructions for Teachers

The materials you have just received include copies of the student version of the attitudinal survey called the "School Report Card." The purpose of this survey is to learn what 11th grade DCPS students think about the schools they attend. The ultimate goal of the School Report Card Project is to help each Dade County Public School become a better place in which to learn.

Steps to follow in the administration of the surveys:

- **Review the materials to insure you have a sufficient number of forms.**

Prior to distributing the School Report Card to your class, determine that you have a sufficient number of forms so that each 11th grade student may receive one. In the event that you do require additional surveys, you may receive them from your principal who has been provided with extra copies.

- **Provide pencils to the students as needed for completion of the surveys.**

The surveys are machine-scannable forms that must be filled out using a number 2 pencil or darker. Please be certain you provide the class with pencils for the purpose of completing the survey. Remember, no survey is usable if it is filled out in anything other than a pencil that is either number 2 or darker.

- **Distribute the survey forms during the survey period.**

The School Report Card should be administered to your class on one day from Wednesday, May 19 through Friday, May 21. You may choose the single day which best fits your class schedule for administration of the survey. A survey form should be distributed to each student in attendance on that day. You may use the following paragraph as a guide in expressing directions to your class after distributing the survey forms.

> *The form you have just received is a survey called the "School Report Card." The purpose of this survey is to allow you, the students, to grade this school. Please fill in the name of the school in the space provided on the survey at this time.*
>
> *There are no right or wrong answers. Please answer based on what you really feel, not based on what you think you should say. This questionnaire is completely confidential. No one at this school will see the forms that you are filling out. Do* **not** *put your names on the survey forms. Please use a No. 2 pencil when completing the survey form. Do not make any extra marks on your answer sheets. After you have completed the surveys, they will be placed in a sealed envelope and returned to the office.*

This is a self-administered survey. The directions inside the questionnaire are self-explanatory. You may, however, wish to familiarize yourself with the survey prior to distributing it to your students in case questions arise.

- **Collection of the surveys as students finish.**

Although this process should not be timed, you may anticipate most students completing this survey in approximately 20-30 minutes. Please designate a student to collect all completed surveys. Have the student place all completed forms in the envelope, seal it, and return the envelope to you.

- **Deliver the envelope containing the completed surveys to the collection site at your school.**

After administration of the School Report Card Survey, bring the sealed envelope containing the completed surveys, as well as any unused surveys, to the centrally located collection spot in your school. If you do not know where this collection place is, ask your principal.

If you have any questions or concerns, please call Mr. Dale Romanik or Dr. Terry Froman at 995-7470.

Your assistance in this project is greatly appreciated.

APPENDIX C

Parent Advance Letter
(English, Spanish, and Haitian-Creole)

Dear Parent:

I am pleased to inform you that our school will be participating in the School Report Card Project. The School Report Card is a survey that is designed to allow you as a parent to voice your opinions and feelings about your child's school.

In several weeks, your child will be given a survey to bring home for you to fill out. The survey will be written in English, Spanish, and Haitian-Creole. You will be able to select the language that is best for you. The survey will contain statements about your child's school. These statements will cover areas such as quality of teaching, safety, communication between the school and parents, and much more.

Just as the school grades your child, we want you to grade your child's school. We want you to honestly express your feelings and opinions about our school.

The information that you provide will be used to help plan for school improvement. If there are things about our school that you are not happy about, we need to know. It is also very important that you tell us about the areas in which the school is performing well.

When you receive the survey, remember that if you don't complete and return it, we won't know how you feel about many issues that are important to your child's education. Help us make this an even better school.

YOUR OPINION COUNTS!

Estimados padres:

Me complace en informales que nuestra escuela ha sido seleccionada para participar en el Proyecto del Boletín de Calificaciones para Escuelas. El Boletín de Calificaciones para Escuelas es una encuesta que ha sido diseñada para darles a ustedes, como padres, la oportunidad de expresar sus opiniones y sentimientos acerca de la escuela de su hijo(a).

Dentro de algunas semanas, se entregará a su hijo(a) una encuesta, la cual el(ella) llevará a casa para que ustedes la llenen. La encuesta estará redactada en inglés, español y haitiano-criollo. Ustedes podrán seleccionar el idioma que les sea más conveniente. La encuesta incluirá declaraciones acerca de la escuela de su hijo(a). Dichas declaraciones estarán relacionadas con áreas tales como la calidad de la enseñanza, la seguridad, la participación de los padres en las decisiones que se toman en el plantel, la comunicación entre la escuela y los padres y mucho más.

Del mismo modo que la escuela califica a su hijo(a), queremos que ustedes califiquen a la escuela de su hijo(a). Deseamos que, con toda honestidad, exprese sus sentimientos y opiniones acerca de la escuela.

La información que nos proporcionen se utilizará para ayudar a planificar mejoras en el plantel. Si existen cosas relacionadas con nuestra escuela que les disgustan, es necesario que lo sepamos. Es también muy importante que nos digan cuales son las áreas en las cuales la escuela está realizando un buen trabajo.

Cuando reciban la encuesta, recuerden que si no la llenan y no nos la devuelven, no podremos saber lo que sienten con relación a las más importantes cuestiones de la educación de su hijo(a). Ayúdenos a hacer de esta escuela un plantel aún mejor.

¡SU OPINIÓN CUENTA!

Chè Paran,

Se youn plezi pou nou anonse ou lekòl nou-an pral patisipe nan youn Pwojè "Bay Lekòl Yo Kanè." "Bay Lekòl Yo Kanè" se youn anket k'ap fèt pou pèmèt ou di, antanke paran, sa ou panse ak sa ou santi, kosenan lekòl pitit ou-a.

Pandan plizyè semenn, y'ap remèt pitit ou-a youn papye ankèt pote ba ou pou ranpli. Papye ankèt la ap ekri an Angle epi Kreyòl Ayisyen. Ou andwa chwazi lanng ou pi alèz ladann nan. Ankèt la ap poze kesyon sou lekòl pitit ou-a. Kesyon sa-a ap vini sou sèten sijè tankou: kalite ansèyman, sekirite, kominikasyon ant lekòl la epi paran yo, ak lòt bagay ankò.

Jisteman, kòm lekòl la bay pitit ou-a pwen, nou vle pou bay lekòl pitit ou-a pwen tou. Nou vle pou di, onètman, sa ou santi ak sa ou panse konsènan lekòl nou-an.

Enfòmasyon ou founi yo ap sèvi lan fe plan travay k'ap chache fè lekòl vini pi pon. Si genyen sèten bagay konsènan lekòl nou-an ki pa fè kè ou kontan, nou bezwen konnen sa. Youn lòt bagay ankò ki enpòtan anpil pou fè nou konnen se lan kisa lekòl founi kalite pi byen.

Lè ou resevwa papye ankèt la, sonje si ou pa ranpli-l epi voye li retounen, nou p'ap konnen jan ou reyaji konsènan plizyè kesyon ki enpòtan anpil pou edikasyon pitit ou-a. Ede nou fè lekòl vini pi bon.

OPINYON PÈSONÈL PA-OU SE YOUN BAGAY KI KONTE!

APPENDIX D

Schools Participating in the School Report Card Project for 1990-91, 1991-92, and 1992-93

Schools Participating in the 1990-91 Administration

School Report Card Project

Elementary Schools

Region I

School No.	School Name
0461	Brentwood
0481	Bright, J. H.
0641	Bunche Park
0681	Carol City
1481	DuPuis, J. G.
1521	Earhart, Amelia
1921	Flamingo
2181	Good, Joella
2621	Johnson, J. W.
2801	Lake Stevens
3241	Miami Gardens

Region II

School No.	School Name
0241	Bay Harbor
0321	Biscayne
0361	Biscayne Gardens
0561	Bryan, W. J.
1161	Crestview
1681	Evans, L. C.
2081	Fulford
2241	Gratigny
3581	Myrtle Grove

Region III

School No.	School Name
0101	Arcola Lake
0201	Banyan
0401	Blanton, Van E.
0521	Broadmoor
1001	Coral Park
1401	Drew, Charles R.
1561	Earlington Heights
1721	Everglades
1961	Floral Heights
3381	Miami Springs

Region IV

School No.	School Name
0081	Allapattah
0121	Auburndale
0601	Buena Vista
0721	Carver, G. W.
0801	Citrus Grove
0841	Coconut Grove
0881	Comstock
0961	Coral Gables
1121	Coral Way
1441	Dunbar
1801	Fairlawn
2531	Crowder, Thena
4961	Shadowlawn

Region V

School No.	School Name
0441	Blue Lakes
0861	Colonial Drive
1041	Coral Reef
1081	Coral Terrace
1281	Cypress
1371	Douglas, Marjorie S.
1641	Emerson
1761	Fairchild, David
2261	Greenglade
2881	Leewood
4741	Royal Green

Region VI

School No.	School Name
0041	Air Base
0261	Bel-Aire
0651	Campbell Drive
0661	Caribbean
0671	Calusa
0771	Chapman, W.
1241	Cutler Ridge
2941	Lewis, A. L.
4511	Porter, Gilbert

Schools Participating in the 1990-91 Administration

School Report Card Project

Middle Schools

Region I

School No.	School Name
6051	Carol City
6171	Filer, Henry H.

Region II

School No.	School Name
6281	Jefferson, T.
6541	Nautilus
6571	Norland

Region III

School No.	School Name
6031	Brownsville
6121	Dario, Ruben

Region IV

School No.	School Name
6071	Carver, G. W.
6091	Citrus Grove
6411	Mann, Horace

Region V

School No.	School Name
6701	Palmetto
6801	Riviera

Region VI

School No.	School Name
6061	Campbell Drive
6081	Centennial
6111	Cutler Ridge

Schools Participating in the 1990-91 Administration

School Report Card Project

Senior High Schools

School No.	School Name	School No.	School Name
Region I		**Region II**	
7231	Miami Carol City	7201	Miami Beach
		7591	North Miami
Region III		**Region IV**	
7271	Miami Coral Park	7341	Miami Jackson
		8111	New World School of Arts
Region V		**Region VI**	
7051	Braddock, G. Holmes	7151	Homestead
7431	Miami Palmetto		

NOTE: SENIOR HIGH SCHOOLS WILL ADMINISTER BOTH PARENT AND STUDENT FORMS. ALL 11th GRADE STUDENTS ATTENDING THE SCHOOL WILL BE ASKED TO COMPLETE A STUDENT FORM.

Schools Participating in the 1991-92 Administration

School Report Card Project

Elementary Schools

Region I

School No.	School Name
2161	Golden Glades
3141	Meadowlane
3281	Miami Lakes
3421	Milam, M. A.
3781	North Carol City
3821	North County
3861	North Glade
3901	North Hialeah
3981	North Twin Lakes
4241	Palm Lakes
4501	Poinciana Park

Region II

School No.	School Name
0761	Fienberg/Fisher
2281	Greynolds Park
2401	Hibiscus
2441	Highland Oaks
2581	Ives, Madie
3661	Natural Bridge
3701	Norland
4001	Norwood
4061	Ojus

Region III

School No.	School Name
2041	Franklin, Benjamin
2331	Hadley, Charles R.
2361	Hialeah
2501	Holmes
2761	King, Martin L.
2821	Lakeview
2981	Liberty City
3041	Lorah Park
4721	Rockway
4921	Seminole

Region IV

School No.	School Name
1361	Douglass, Frederick
1601	Edison Park
1881	Flagler, H. M.
2661	Kensington Park
2741	Key Biscayne
2781	Kinloch Park
3021	Little River
3051	L'ouverture, Toussaint
3341	Miami Shores
3461	Miramar
3501	Morningside

Region V

School No.	School Name
0271	Bent Tree
1331	Devon Aire
1841	Flagami
2021	Floyd, Gloria
2341	Hall, Joe
2541	Howard Drive
2641	Kendale
3061	Ludlam
4091	Olympia Heights
4221	Palmetto
4761	Royal Palm

Region VI

School No.	School Name
0161	Avocado
2001	Florida City
2321	Gulfstream
2521	Hoover, Oliver
2651	Kendale Lakes
2901	Leisure City
3261	Miami Heights
3621	Naranja
4461	Pine Villa
4581	Redland

Schools Participating in the 1991-92 Administration

School Report Card Project

Middle Schools

Region I

School No.	School Name
6231	Hialeah
6501	Miami Lakes
6591	North Dade

Region II

School No.	School Name
6301	Kennedy, J. F.
6721	Parkway

Region III

School No.	School Name
6391	Madison
6521	Miami Springs

Region IV

School No.	School Name
6011	Allapattah
6331	Kinloch Park
6841	Shenandoah

Region V

School No.	School Name
6861	Southwood
6881	South Miami
6901	Thomas, W. R.

Region VI

School No.	School Name
6221	Hammocks
6251	Homestead
6431	Mays

Schools Participating in the 1991-92 Administration

School Report Card Project

Senior High Schools

School No.	School Name
Region I	
7011	American
7111	Hialeah
Region II	
7381	Miami Norland
Region III	
7511	Miami Springs
Region IV	
7071	Coral Gables
7301	Miami Edison
Region V	
7721	South Miami
Region VI	
7531	Miami Sunset
7701	South Dade
OTHER	
7081	Design and Architecture

NOTE: SENIOR HIGH SCHOOLS WILL ADMINISTER BOTH PARENT AND STUDENT FORMS. ALL 11th GRADE STUDENTS ATTENDING THE SCHOOL WILL BE ASKED TO COMPLETE A STUDENT FORM.

Schools Participating in the 1992-93 Administration

School Report Card Project

Elementary Schools

Region I

School No.	School Name
4121	Opa-locka
4261	Palm Springs
4281	Palm Springs North
4541	Rainbow Park
5021	Sheppard, Ben
5031	Sheppard, Ben (Annex)
5051	Graham, Ernest R.
5081	Skyway
5131	No. Dade Ctr./Mod. Lang.
5601	Twin Lakes
5711	Walters, Mae
5971	Young, Nathan

Region II

School No.	School Name
3741	North Beach
3941	North Miami
4021	Oak Grove
4301	Parkview
4341	Parkway
4801	Sabal Palm
4881	Scott Lake
5091	South Pointe
5481	Treasure Island

Region III

School No.	School Name
3181	Melrose
3301	Miami Park
4071	Olinda
4171	Orchard Villa
5201	South Hialeah
5361	Springview
5381	Stirrup, E. W. F.
5431	Sweetwater
5861	West Little River
5901	Westview

Region IV

School No.	School Name
4401	Pharr, Kelsey L.
4681	Riverside
4841	Santa Clara
5001	Shenandoah
5041	Silver Bluff
5321	Southside
5401	Sunset
5561	Tucker, F. S.
5831	West Laboratory
5931	Wheatley, Phillis

Region V

School No.	School Name
0451	Bowman Foster Ashe
2701	Kenwood
3101	Martin, F. C.
3541	Moton, R. R.
4381	Perrine
4421	Pinecrest
4691	Roberts, James
5121	Snapper Creek
5241	South Miami
5421	Sunset Park
5441	Sylvania Heights
5521	Tropical
5641	Village Green
5671	Vineland

Region VI

School No.	School Name
0831	Claude Pepper
4441	Pine Lake
4611	Redondo
4651	Richmond
5281	South Miami Heights
5791	West Homestead
5951	Whispering Pines
5961	Winston Park

Schools Participating in the 1992-93 Administration

School Report Card Project

Middle Schools

School No.	School Name	School No.	School Name
Region I		**Region II**	
6351	Lake Stevens	6241	Highland Oaks
6421	Marti, Jose	6631	North Miami
6681	Palm Springs		
Region III		**Region IV**	
6141	Drew, Charles R.	6481	Miami Edison
6821	Rockway	6741	Ponce de Leon
6981	Westview	6911	Washington, B. T.
Region V		**Region VI**	
6021	Arvida	6761	Redland
6211	Glades	6781	Richmond Heights
6441	McMillan, H. D.		
6961	West Miami		

School Report Card Project

Schools Participating in the 1992-93 Administration

Senior High Schools

School No.	School Name	School No.	School Name
Region I		**Region II**	
7131	Hialeah-Miami Lakes	7541	North Miami Beach
Region III		**Region IV**	
7251	Miami Central	7461	Miami Senior *
7411	Miami Northwestern		
Region V		**Region VI**	
7361	Miami Killian	7731	Miami Southridge
7741	Southwest Miami	7161	MAST Academy

NOTE: SENIOR HIGH SCHOOLS WILL ADMINISTER BOTH PARENT AND STUDENT FORMS. ALL 11th GRADE STUDENTS ATTENDING THE SCHOOL WILL BE ASKED TO COMPLETE A STUDENT FORM.

* This school returned only 65 Student Forms since there was an apparent problem in distributing the forms to 11th grade students. Therefore, forms returned by this school were eliminated from the summary data.

APPENDIX E

School Report Card Survey: Student Form

SCHOOL REPORT CARD

STUDENT FORM

Dade County Public Schools
Octavio J. Visiedo
Superintendent of Schools

United Teachers of Dade
Pat L. Tornillo, Jr.
Executive Vice President

This survey has been developed to give you, as a student, an opportunity to express your opinions about the teaching and learning at your school. Your opinions are important because they will be used to help plan improvements in your school.

We need your honest opinions about all the areas included in this survey. WE DO NOT WANT YOUR NAME ON YOUR ANSWER SHEET. YOUR ANSWERS ARE CONFIDENTIAL.

PLEASE PRINT THE NAME OF YOUR SCHOOL IN THE BOX BELOW. NO SURVEY CAN BE USED WITHOUT THIS INFORMATION, AS RESPONSES FROM ALL STUDENTS WILL BE COMBINED AND RETURNED TO THE SCHOOL FOR USE IN PLANNING IMPROVEMENTS.

☐

NAME OF YOUR SCHOOL

Directions for Marking: Use a No. 2 **BLACK** lead pencil only. Make sure you erase (Do **NOT** cross out) any answer you wish to change.

FIRST, TELL US ABOUT YOURSELF:

Instructions: Answer the following questions about YOURSELF. Please mark only one answer for each question.

1. **Are you:**

○ Female
○ Male

2. **How would you best describe yourself?**

○ White, non-Hispanic
○ Black, non-Hispanic
○ Hispanic
○ American Indian/Alaskan Native
○ Asian/Pacific Islander

3. **In what grade are you currently enrolled?**

○ Ninth ○ Tenth ○ Eleventh ○ Twelfth

4. **In general, what type of grades do you usually receive?**

○ A's ○ B's ○ C's ○ D's ○ F's

5. **How would you describe your individual program of study at this high school?**

○ College Preparatory
○ Business or Commercial
○ Vocational or Occupational
○ Other

6. **What are your future educational plans?**

○ Vocational or technical program (less than two years)
○ Two-year college degree
○ Four-year college degree
○ Graduate or professional school
○ No plans after high school
○ I have doubts I will finish high school
○ Other

7. **How often do you talk to your parents (or guardian) about things that go on in your school?**

○ Daily ○ Weekly ○ Monthly ○ A few times a year ○ Almost never

Go on to the next page ⟶

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INSTRUCTIONS: You receive the grades A, B, C, D, and F on your report card. Suppose you were to grade your school in the same way. Use the scale A, B, C, D, and F to assign grades to your school.

In answering this survey, think about the experiences you have had with your school over the past year. Try to focus on your own personal experiences at the school rather than what other students have told you about their experiences at the school. Read each item carefully and assign the most appropriate grade to your school. If you feel unable to assign a grade, use the "Don't Know" or DK category.

GRADE YOUR SCHOOL

A = EXCELLENT
B = GOOD
C = FAIR
D = POOR
F = VERY POOR
DK = DON'T KNOW

8. Teachers give students in their classes the opportunity to learn.	A	B	C	D	F	DK
9. Teachers are available to students who need help with their school work.	A	B	C	D	F	DK
10. Teachers listen to their students.	A	B	C	D	F	DK
11. Student achievement is recognized at this school by awards, praise, certificates, etc.	A	B	C	D	F	DK
12. The principal cares about the students.	A	B	C	D	F	DK
13. The principal is seen throughout the school.	A	B	C	D	F	DK
14. The principal treats students with respect.	A	B	C	D	F	DK
15. The assistant principals are available when needed by students.	A	B	C	D	F	DK
16. There is active parent participation in this school.	A	B	C	D	F	DK
17. A "We" spirit exists at this school.	A	B	C	D	F	DK
18. Teachers treat students with respect.	A	B	C	D	F	DK
19. Students treat teachers with respect.	A	B	C	D	F	DK
20. The teachers know their students as individuals.	A	B	C	D	F	DK
21. There is a general feeling at this school that someone cares.	A	B	C	D	F	DK
22. School counselors are concerned about and try to help students with personal problems.	A	B	C	D	F	DK
23. Students help to make the school rules.	A	B	C	D	F	DK
24. Students are asked to help solve problems the school is having.	A	B	C	D	F	DK
25. Students are safe when going to and from school.	A	B	C	D	F	DK
26. The school is a safe and secure place.	A	B	C	D	F	DK
27. Students are well-behaved in this school.	A	B	C	D	F	DK
28. Students know and understand the school rules.	A	B	C	D	F	DK
29. The school building is clean.	A	B	C	D	F	DK
30. The school building is in good repair.	A	B	C	D	F	DK

Go on to the next page ⟶

DCA Auth; Exp. Date: June 30, 1993

GRADE YOUR SCHOOL

A = EXCELLENT
B = GOOD
C = FAIR
D = POOR
F = VERY POOR
DK = DON'T KNOW

31. Meaningful homework is assigned on a frequent basis.	A	B	C	D	F	DK
32. Students are given feedback about their homework.	A	B	C	D	F	DK
33. Teachers let students know that homework is important.	A	B	C	D	F	DK
34. Teachers expect each student to perform at his or her own highest level.	A	B	C	D	F	DK
35. Teachers communicate the idea that all students can and will learn.	A	B	C	D	F	DK
36. Students are told what they are expected to learn in each subject area.	A	B	C	D	F	DK
37. Students learn things that are important to their daily lives.	A	B	C	D	F	DK
38. Classroom tests match what is taught in class.	A	B	C	D	F	DK
39. Teachers and students know where students stand; students are prepared for the grades they receive.	A	B	C	D	F	DK
40. Teachers let students know about their progress (or lack of progress).	A	B	C	D	F	DK
41. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).	A	B	C	D	F	DK
42. Most of the school day is spent in activities related to learning.	A	B	C	D	F	DK
43. Classroom discipline is enforced in a fair and consistent manner.	A	B	C	D	F	DK
44. The main purpose of this school is to help students achieve their full educational and personal potential.	A	B	C	D	F	DK
45. This school clearly communicates its main purpose to students.	A	B	C	D	F	DK
46. This school is effective in helping students learn and achieve.	A	B	C	D	F	DK

Please check your answer sheet to make sure you have answered every question, and that all your answers are clear and dark.

If you wish to make additional comments, include them on a separate sheet.
DO NOT WRITE COMMENTS DIRECTLY ON THIS ANSWER SHEET.

THANK YOU FOR YOUR PARTICIPATION!

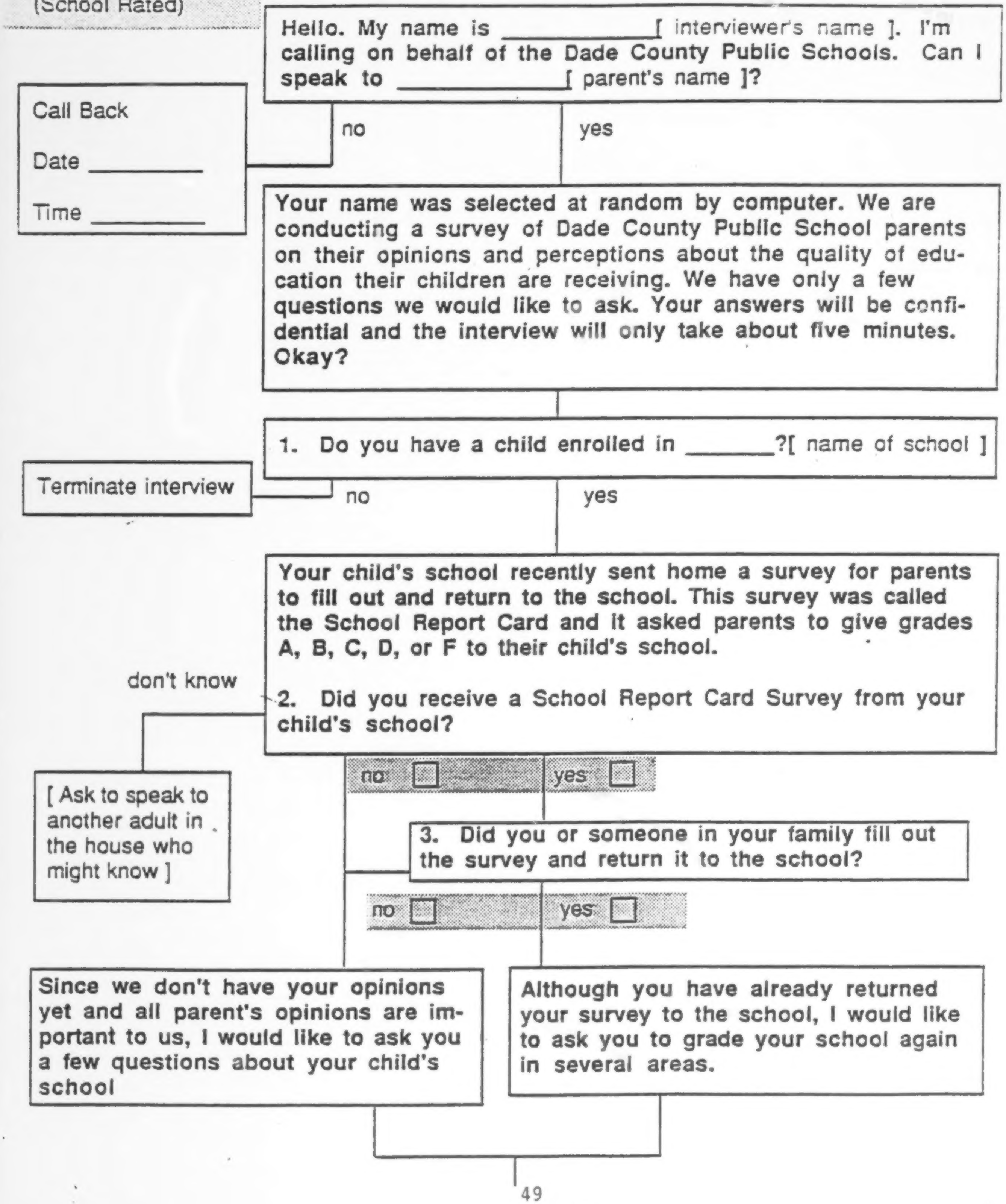
DCA Auth; Exp. Date: June 30, 1993

APPENDIX F

Telephone Interview Survey

____
(School Rated)

1990-91 School Report Card Project
Telephone Interview Survey Form



Hello. My name is ____________[interviewer's name]**. I'm calling on behalf of the Dade County Public Schools. Can I speak to ____________**[parent's name]**?**

no

Call Back

Date __________

Time __________

yes

Your name was selected at random by computer. We are conducting a survey of Dade County Public School parents on their opinions and perceptions about the quality of education their children are receiving. We have only a few questions we would like to ask. Your answers will be confidential and the interview will only take about five minutes. Okay?

1. Do you have a child enrolled in _______?[name of school]

no

Terminate interview

yes

Your child's school recently sent home a survey for parents to fill out and return to the school. This survey was called the School Report Card and it asked parents to give grades A, B, C, D, or F to their child's school.

2. Did you receive a School Report Card Survey from your child's school?

don't know

[Ask to speak to another adult in the house who might know]

no ☐ yes ☐

3. Did you or someone in your family fill out the survey and return it to the school?

no ☐ yes ☐

Since we don't have your opinions yet and all parent's opinions are important to us, I would like to ask you a few questions about your child's school

Although you have already returned your survey to the school, I would like to ask you to grade your school again in several areas.

4. Do you have more than one child attending ________ [name of school]

no

yes

Although your children may be having different experiences in this school, do your best to give opinions that represent your overall impression of the school.

As you know, students receive the grades of A, B, C, D, and F on their report cards. Suppose your child's school was graded in the same way. Use the following scale to give grades to your child's school: A stands for "excellent", B for "good", C for "fair", D for "poor", and F for "very poor." Although you may not have complete information needed to give a grade in each area I'm going to ask you about, please give a grade based on the information you do have. If you feel unable to give a grade to your child's school, tell me that you "don't know."

Please give me a grade of A, B, C, D, or F for the following statements about ____________ [name of school]. Okay, let's begin.

A	B	C	D	F	DK	
☐	☐	☐	☐	☐	☐	5. Most of the school day is spent in activities related to learning.
☐	☐	☐	☐	☐	☐	6. Teachers are available to students who need help with their school work.
☐	☐	☐	☐	☐	☐	7. Meaningful homework is assigned on a frequent basis.
☐	☐	☐	☐	☐	☐	8. The principal communicates with parents in writing or in person.
☐	☐	☐	☐	☐	☐	9. Teachers communicate the idea that all students can and will learn.
☐	☐	☐	☐	☐	☐	10. Teachers let parents know about their child's progress (or lack of progress).
☐	☐	☐	☐	☐	☐	11. Teachers treat students with respect.
☐	☐	☐	☐	☐	☐	12. This school is a safe and secure place.
☐	☐	☐	☐	☐	☐	13. This school is effective in helping students learn and achieve.

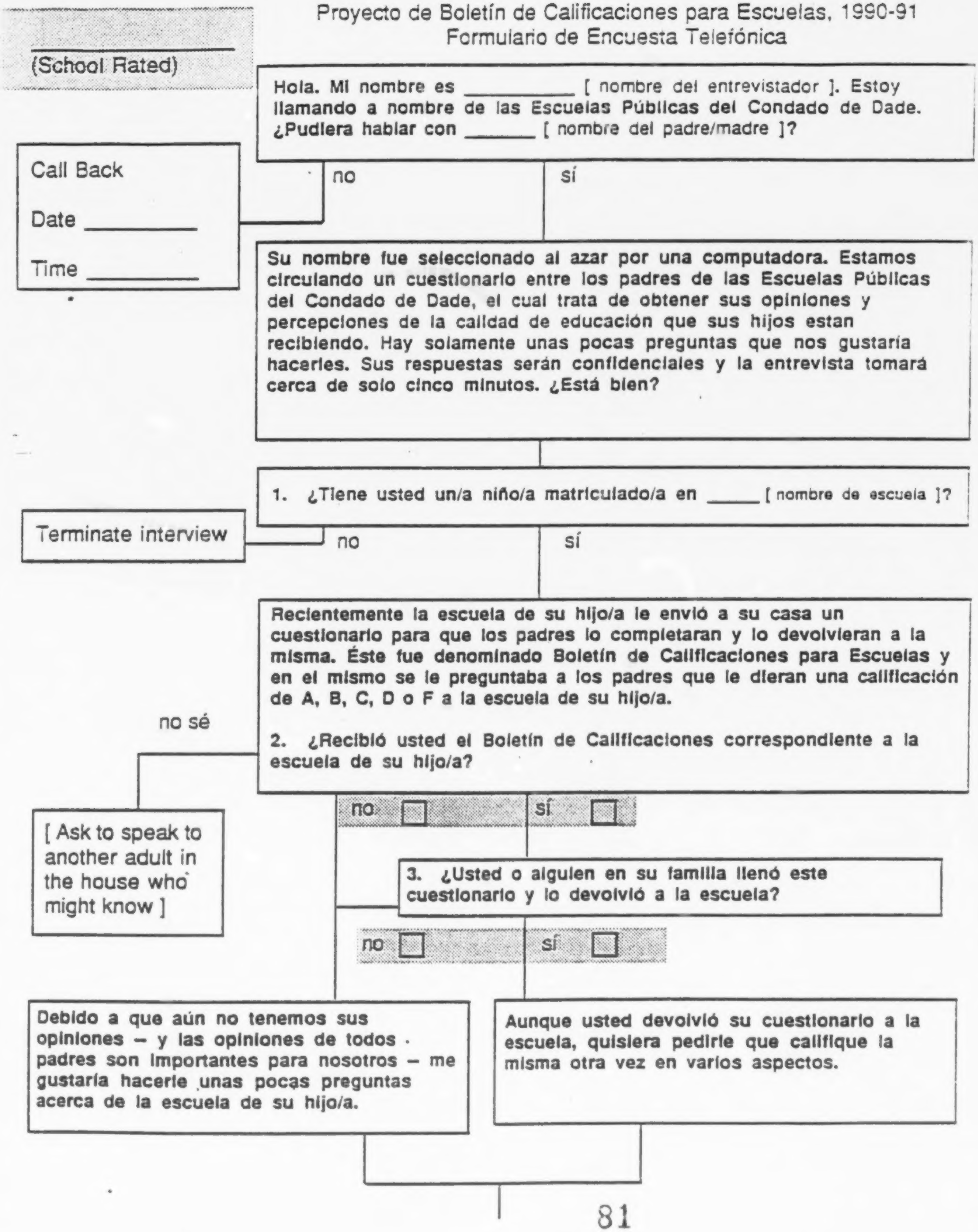
This concludes our conversation. Thank you very much for your cooperation.

Record the following background data for each completed interview. Circle the appropriate code for each.

Ethnicity: W B H O

Grade: PK K 1 2 3 4 5 6 7 8 9 10 11 12

Proyecto de Boletín de Calificaciones para Escuelas, 1990-91
Formulario de Encuesta Telefónica



____

(School Rated)

Hola. Mi nombre es __________ [nombre del entrevistador]. Estoy llamando a nombre de las Escuelas Públicas del Condado de Dade. ¿Pudiera hablar con ______ [nombre del padre/madre]?

no → Call Back

Date __________

Time __________

sí

Su nombre fue seleccionado al azar por una computadora. Estamos circulando un cuestionario entre los padres de las Escuelas Públicas del Condado de Dade, el cual trata de obtener sus opiniones y percepciones de la calidad de educación que sus hijos estan recibiendo. Hay solamente unas pocas preguntas que nos gustaría hacerles. Sus respuestas serán confidenciales y la entrevista tomará cerca de solo cinco minutos. ¿Está bien?

1. ¿Tiene usted un/a niño/a matriculado/a en _____ [nombre de escuela]?

no → Terminate interview

sí

Recientemente la escuela de su hijo/a le envió a su casa un cuestionario para que los padres lo completaran y lo devolvieran a la misma. Éste fue denominado Boletín de Calificaciones para Escuelas y en el mismo se le preguntaba a los padres que le dieran una calificación de A, B, C, D o F a la escuela de su hijo/a.

2. ¿Recibió usted el Boletín de Calificaciones correspondiente a la escuela de su hijo/a?

no sé → [Ask to speak to another adult in the house who might know]

no ☐ sí ☐

3. ¿Usted o alguien en su familia llenó este cuestionario y lo devolvió a la escuela?

no ☐ sí ☐

Debido a que aún no tenemos sus opiniones – y las opiniones de todos padres son importantes para nosotros – me gustaría hacerle unas pocas preguntas acerca de la escuela de su hijo/a.

Aunque usted devolvió su cuestionario a la escuela, quisiera pedirle que califique la misma otra vez en varios aspectos.

4. ¿Tiene usted más de un niño/a asistiendo _______ [nombre de escuela]?

no

sí

No obstante el hecho de que sus hijos pudieran estar teniendo distintas experiencias en esta escuela, haga lo mejor que puede para darnos opiniones que representen su impresión general de la escuela.

Como usted sabe, los estudiantes reciben las notas de A, B, C, D y F en sus propios boletines de calificaciones. Imagínese que la escuela de su hijo/a fuera calificada en la misma forma. Use la siguiente escala para asignar calificaciones a la escuela de su hijo/a: A se usa por "excelente," B por "bueno," C por "regular," D por "pobre" y F por "muy pobre." Dado el caso que usted no haya completado la información requerida en cada área sobre la cual le voy a preguntar, por favor, dé una calificación basada en la información de que dispone. Si piensa que no está capacitado/a para asignar una calificación a la escuela de su hijo/a, contésteme que usted "no sabe."

Por favor deme una calificación de A, B, C, D o F para cada una de las siguientes declaraciones acerca de _____________ [nombre de escuela]. Está bien. Empecemos.

A	B	C	D	F	DK	
☐	☐	☐	☐	☐	☐	**5. La mayoría de la jornada escolar se pasa en actividades relacionadas con el aprendizaje.**
☐	☐	☐	☐	☐	☐	**6. Los maestros se encuentran a la disposición de los estudiantes que necesitan ayuda con sus tareas escolares.**
☐	☐	☐	☐	☐	☐	**7. Se asignan tareas significantes a realizar en la casa en forma frecuente.**
☐	☐	☐	☐	☐	☐	**8. El/la director/a se comunica con los padres por escrito o personalmente.**
☐	☐	☐	☐	☐	☐	**9. Los maestros comunican la idea de que todos los estudiantes tienen la capacidad de aprender y que aprenderán.**
☐	☐	☐	☐	☐	☐	**10. Los maestros informan a los padres acerca del progreso (o falta de progreso) de su hijo/a.**
☐	☐	☐	☐	☐	☐	**11. Los maestros tratan a los estudiantes con respeto.**
☐	☐	☐	☐	☐	☐	**12. Esta escuela es un lugar seguro y bien resguardado.**
☐	☐	☐	☐	☐	☐	**13. Esta escuela es eficaz en proporcionar ayuda a los estudiantes para que aprendan y alcancen el éxito.**

Esto concluye nuestra conversación. Muchas gracias por su cooperación.

Record the following background data for each completed interview. Circle the appropriate code for each.

Ethnicity: W B H O

Grade: PK K 1 2 3 4 5 6 7 8 9 10 11 12

APPENDIX G

Parent Newsletters

The first page of each parent newsletter reports districtwide findings. Since this page is identical for all schools, only one copy of this page has been included in this report (see page 54). Pages 55 through 144 of this compilation represent the second page of each school's newsletter. These pages contain by-school results for all the DCPS schools that participated in the 1992-93 survey administration. The second page of the newsletter allows schools to compare the ratings from their school to the average ratings for all schools with the same grade levels.

Recent educational literature in the area of effective schools asserts that the partnership between the home and the school is one of the most important elements for improving the quality of public education. The School Report Card: Parent Newsletter is based on the notion that parents are their first and most important teachers. Providing parents with information about their child's school might attract greater parent involvement throughout the district.

Sufficient copies are being supplied to each principal for every student attending his or her school. Principals are being asked to distribute the newsletter to the students at their earliest convenience and to duplicate additional copies for distribution to appropriate community representatives.

Dade County Public Schools
Octavio J. Visiedo
Superintendent of Schools

United Teachers of Dade
Pat L. Tornillo, Jr.
Executive Vice President

SCHOOL REPORT CARD
PARENT NEWSLETTER

Dear Parents,

During the last school year your child's school was among the sample selected to participate in the School Report Card Survey. The purpose of this report is to provide you with a summary of the results for the district in general and for the school your child attends.

It is our sincere belief that you, the parents, play a key role in your child's success in school. I am sure you will want to read this report carefully and use the information provided to become more involved in your child's education.

I thank you for your opinions and encourage you to contact your child's school to find out how you can make a difference.

Sincerely,
Octavio J. Visiedo
Superintendent

During the 1992-93 school year, 90 public schools in Dade County participated in the School Report Card Project. The School Report Card is a survey which was sent home with all students in the participating schools in May 1993. The survey asks parents to "grade" their child's school. The information provided by parents is used to help plan for school improvement. The School Report Card Project is designed to help each Dade County Public School become a better place in which to learn.

School Effectiveness

Teachers, students, administrators, and parents make the difference at effective schools. People associated with effective schools believe that all students can learn regardless of race or family background. It is up to the school to make sure each child does receive quality instruction.

Schools which are effective in helping students learn and achieve have the following characteristics.

Effective schools...

...have strong leadership by their principals.

...maintain a safe and orderly learning environment.

...have high expectations for all students to achieve.

...have the support of the parents and the community.

...have teachers who are able to promote high levels of student learning.

...require students to spend more time engaged in learning.

...assign meaningful homework on a frequent basis.

...care for students as individuals.

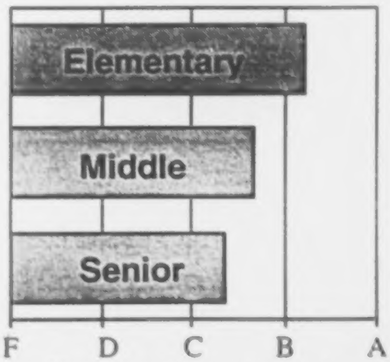
The School Report Card Survey asked parents to judge the effectiveness of their child's school. The results for the entire district can be found below. Findings for your child's school can be found on the back page of this newsletter. Results for other similar schools have also been given so you can make comparisons between your child's school and other schools enrolling children at the same grades.

District Results

A total of 101,336 School Report Card Surveys were sent to parents throughout the district in May 1993. Returned completed surveys represented 62,651 (62%) of the students.

Eighty percent of the parents who completed the survey were female and twenty percent were male. About 17% were White, Non-Hispanic, 54% were Hispanic, and 25% were Black, Non-Hispanic.

Average Grade Assigned to All Items by All Parents



About 60 percent of the parents had attended two or more activities at their child's school during the past school year. Seventy percent of the parents had discussed their child's progress two or more times with their child's teacher(s).

Parents were asked to rate the school their child attends on twenty-five items of school effectiveness using a grading scale in which an *A* stands for *excellent* and an *F* stands for *very poor*. The vast majority of parents in Dade County view their child's school as *effective in helping students learn and achieve*. As the graph on this page depicts, elementary school parents gave higher grades to the schools their children attended when compared to middle school and senior high school parents.

Parents were most satisfied with or provided their highest grades to the degree to which *teachers give their students the opportunity to learn*, the extent to which *most of the school day is spent in activities related to learning*, and the degree to which *parents are treated with respect when they contact the school*. Although parents tended to grade the schools in the district very high, they provided the lowest grades concerning the extent to which *the school is a safe and secure place* and the degree to which *students are well-behaved in school* and *treat teachers with respect*.

If you would like more detailed information about the districtwide findings from the School Report Card, please call either Mr. Dale Romanik or Dr. Terry Froman of the Office of Educational Accountability at 995-7470.

Bowman Foster Ashe Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

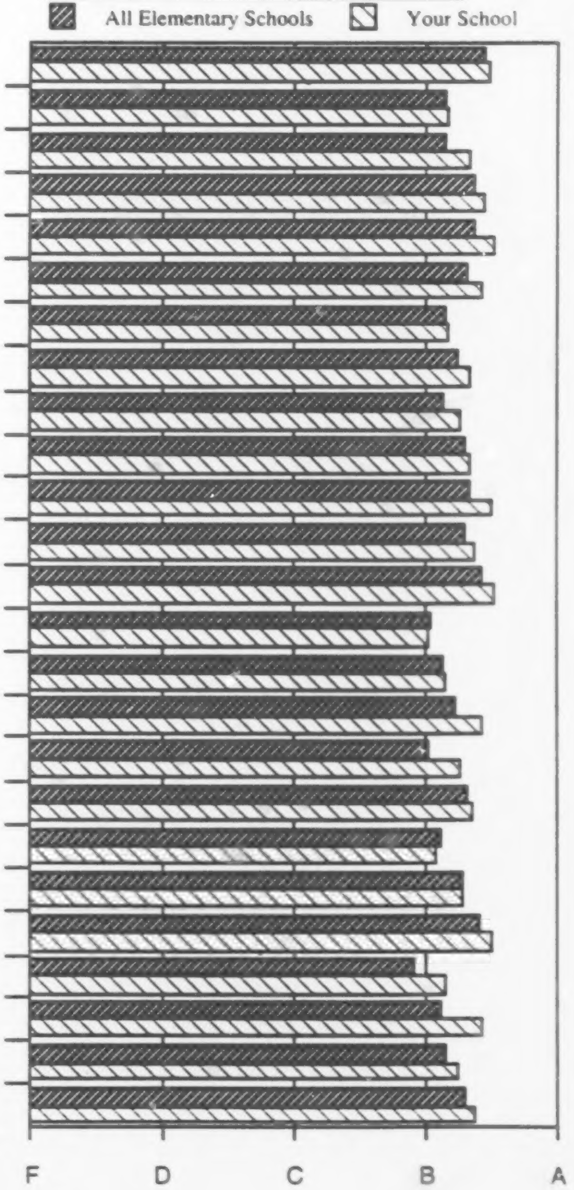
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1175
Estimated percentage of parents represented (± 5%)	70%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	17%
the percent Hispanic	74%
the percent Black, Non-Hispanic	6%
Percent of parents who attended two or more activities at the school during the year	65%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	80%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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BEST COPY AVAILABLE

Claude Pepper Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

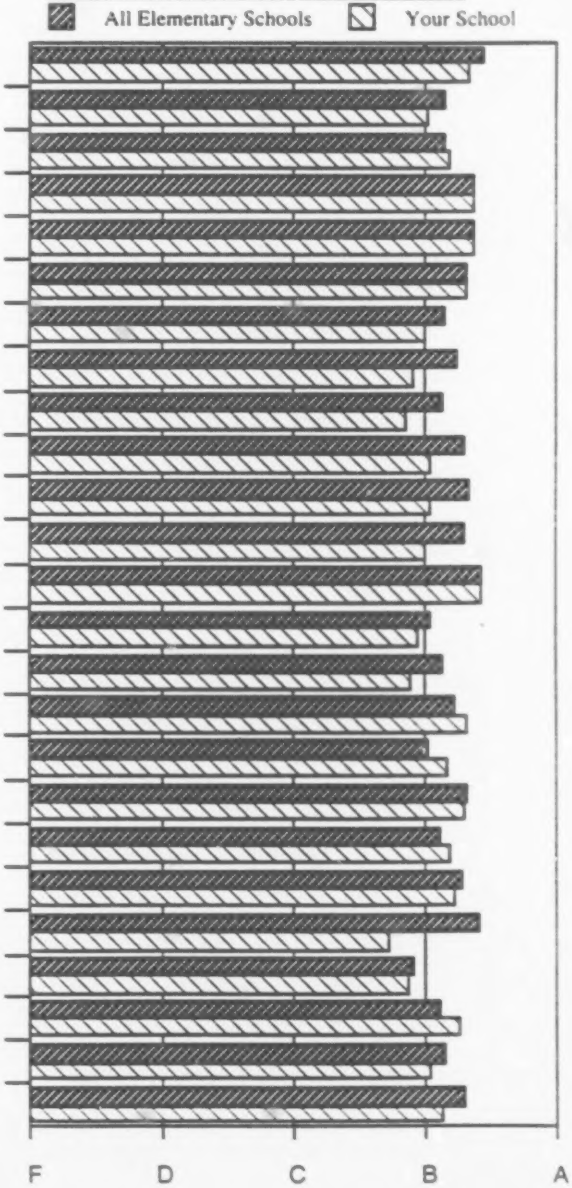
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1129
Estimated percentage of parents represented (± 5%)	74%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	32%
the percent Hispanic	58%
the percent Black, Non-Hispanic	6%
Percent of parents who attended two or more activities at the school during the year	76%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	80%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Kenwood Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

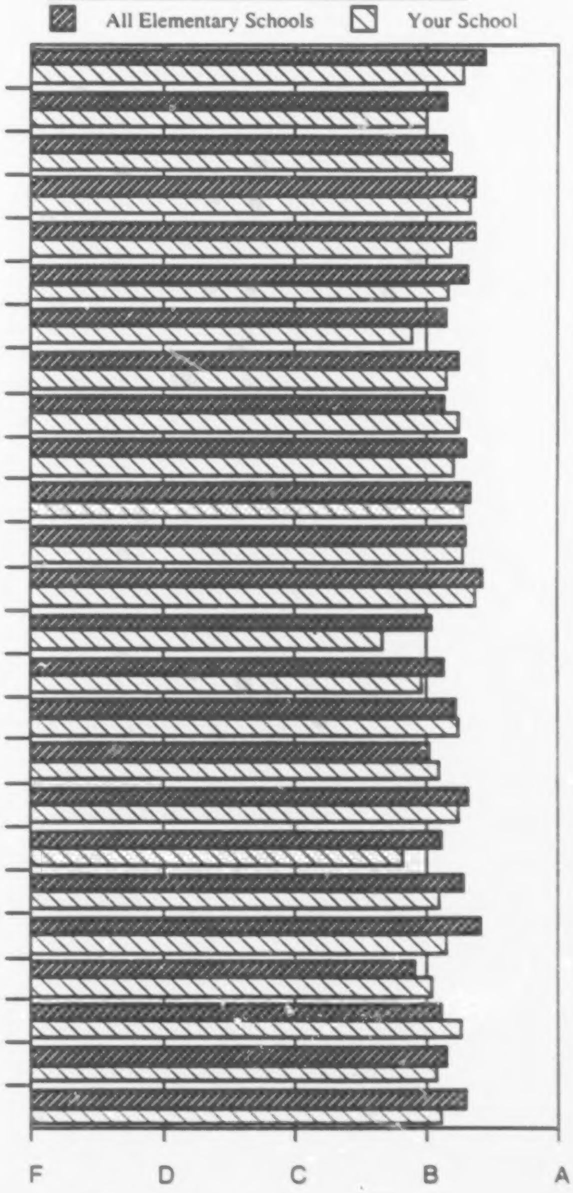
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	765
Estimated percentage of parents represented (± 5%)	73%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	45%
the percent Hispanic	45%
the percent Black, Non-Hispanic	7%
Percent of parents who attended two or more activities at the school during the year	69%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	80%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Ernest R. Graham Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

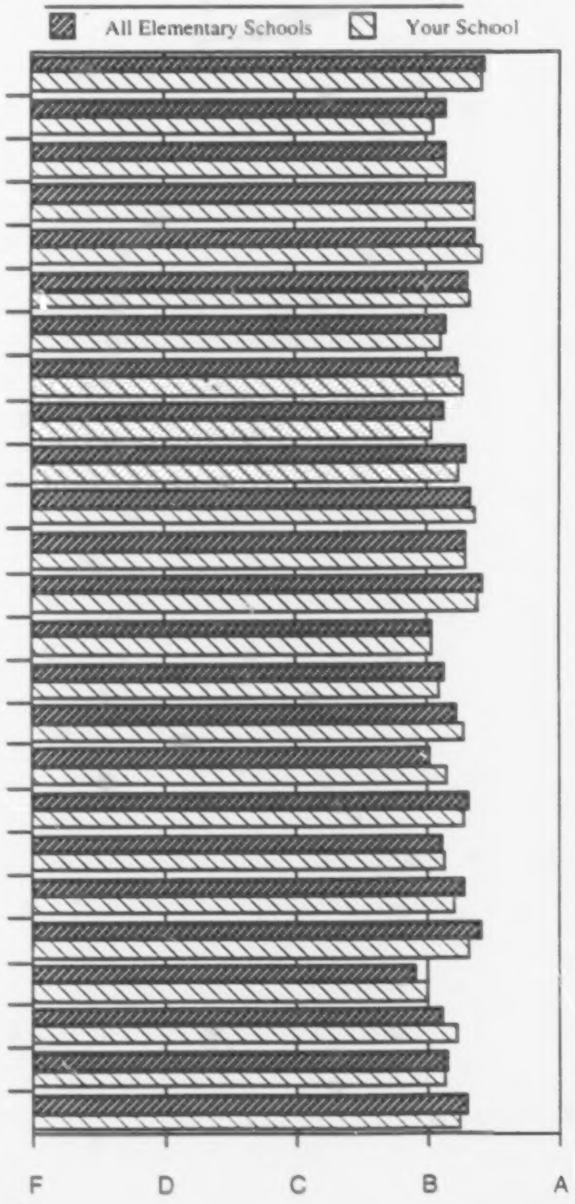
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1261
Estimated percentage of parents represented (± 5%)	89%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	7%
the percent Hispanic	91%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	65%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



F. C. Martin Elementary School

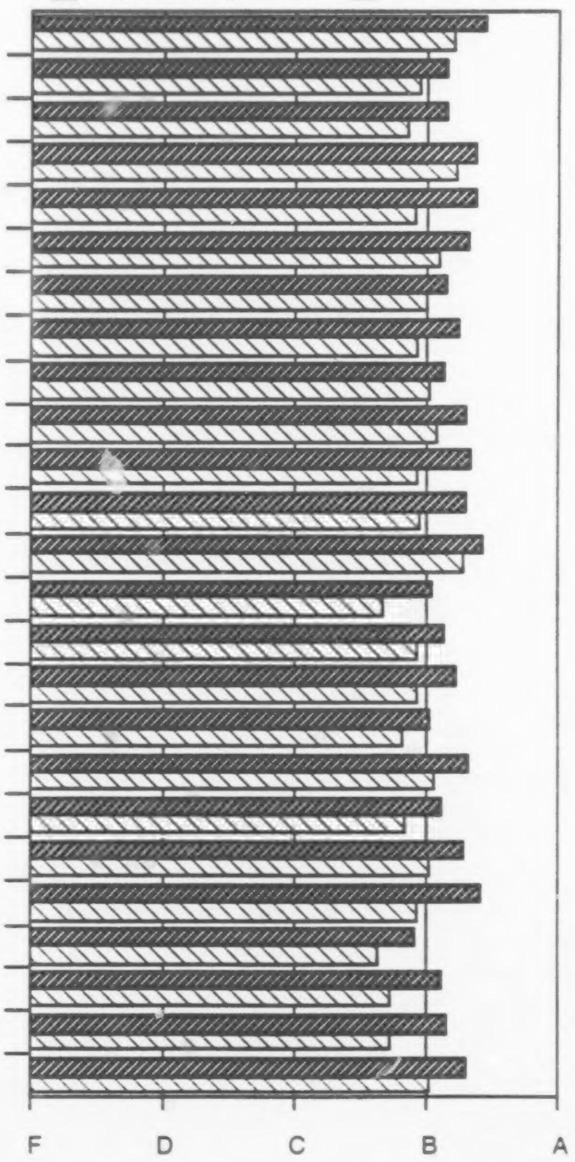
This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	587
Estimated percentage of parents represented (± 5%)	57%
Of the parents responding	
the percent female	89%
the percent male	11%
the percent White, Non-Hispanic	52%
the percent Hispanic	13%
the percent Black, Non-Hispanic	31%
Percent of parents who attended two or more activities at the school during the year	65%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	70%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**



Melrose Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

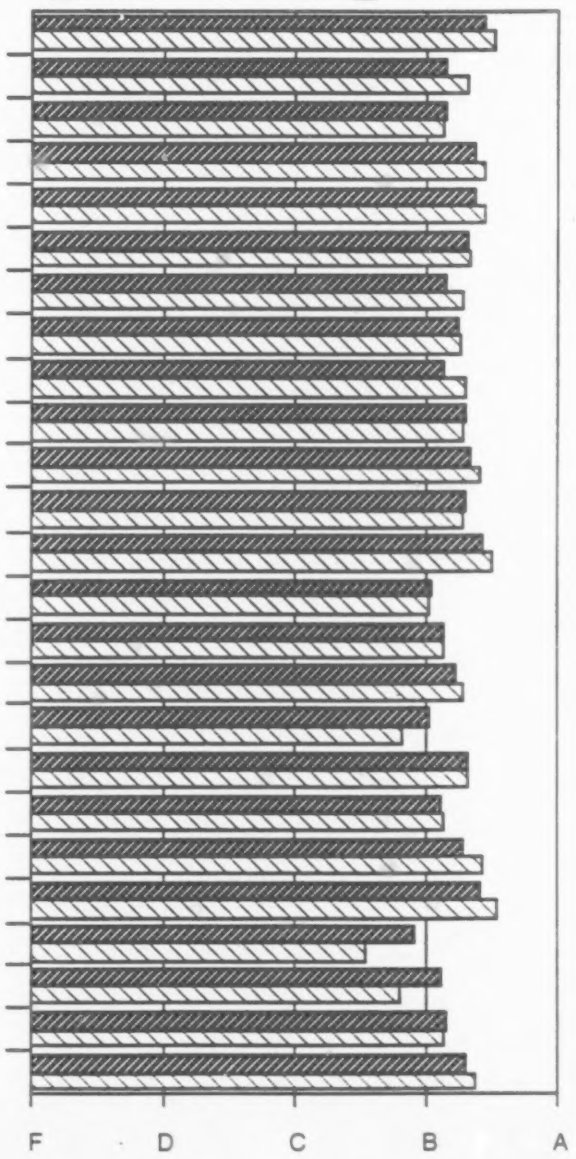
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	615
Estimated percentage of parents represented (± 5%)	41%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	2%
the percent Hispanic	74%
the percent Black, Non-Hispanic	24%
Percent of parents who attended two or more activities at the school during the year	57%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	84%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Miami Park Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

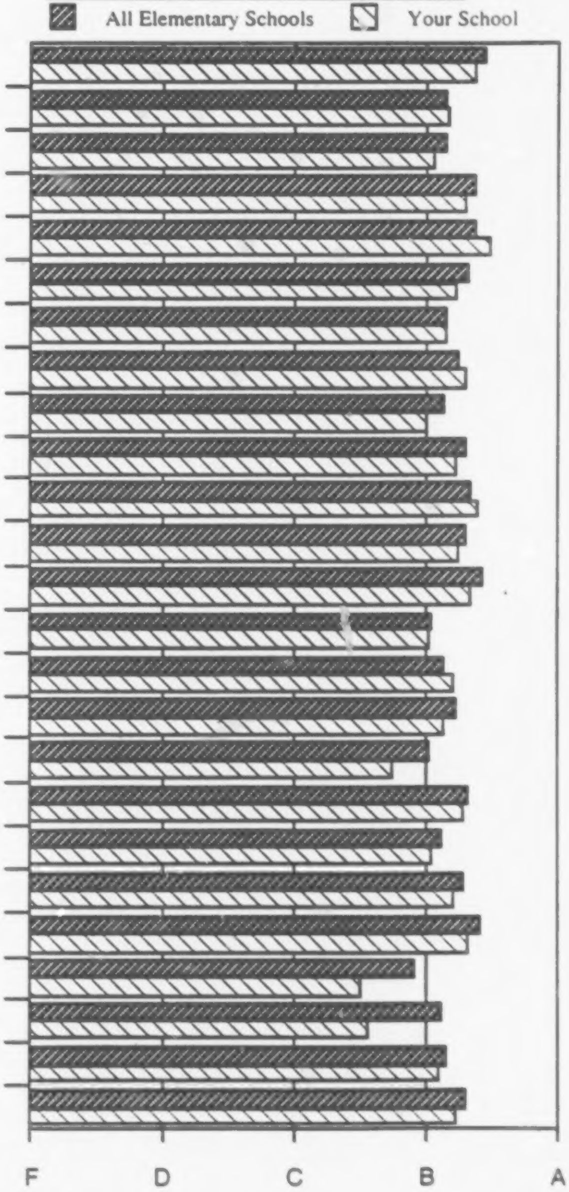
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1202
Estimated percentage of parents represented (± 5%)	39%
Of the parents responding	
the percent female	86%
the percent male	14%
the percent White, Non-Hispanic	5%
the percent Hispanic	34%
the percent Black, Non-Hispanic	60%
Percent of parents who attended two or more activities at the school during the year	59%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	78%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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Phyllis R. Miller Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

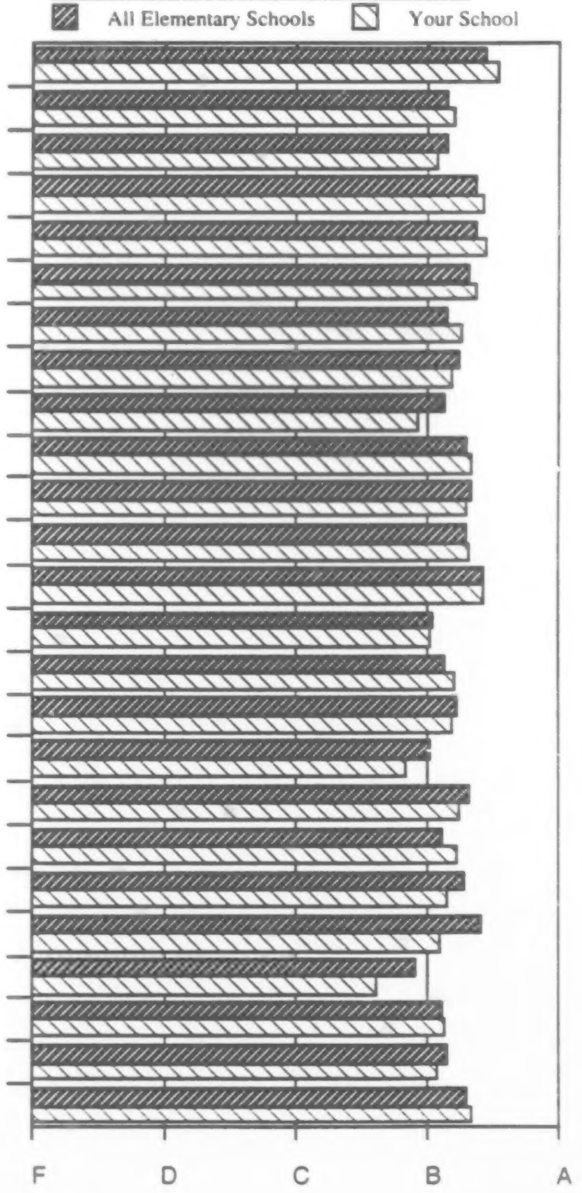
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1052
Estimated percentage of parents represented (± 5%)	55%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	8%
the percent Hispanic	11%
the percent Black, Non-Hispanic	76%
Percent of parents who attended two or more activities at the school during the year	55%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	65%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



R. R. Moton Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

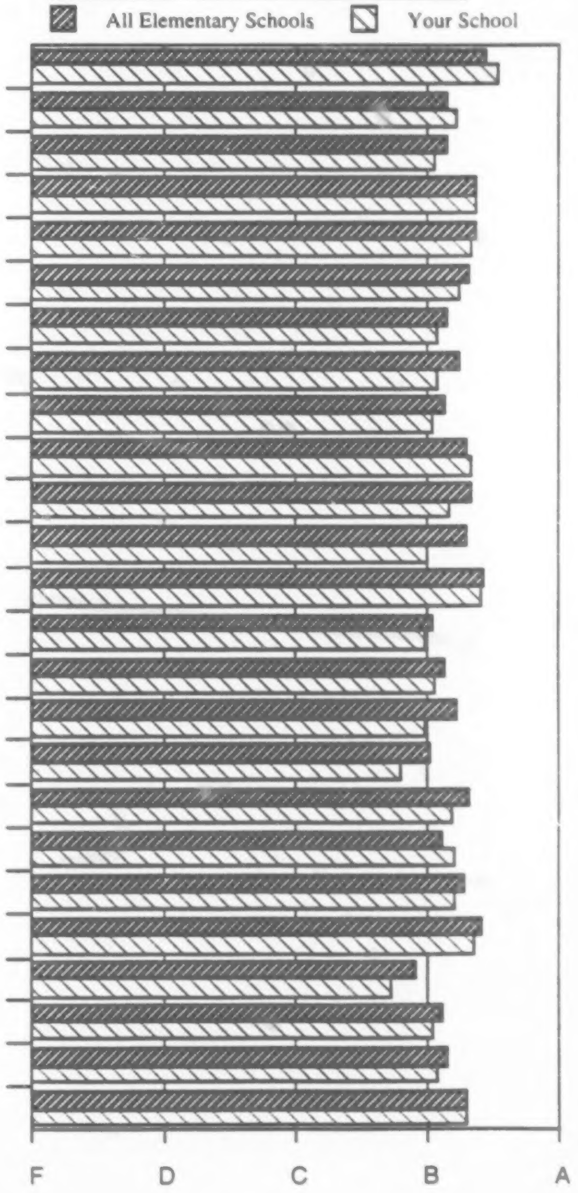
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	437
Estimated percentage of parents represented (± 5%)	51%
Of the parents responding	
the percent female	89%
the percent male	11%
the percent White, Non-Hispanic	35%
the percent Hispanic	24%
the percent Black, Non-Hispanic	40%
Percent of parents who attended two or more activities at the school during the year	58%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	65%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



North Beach Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

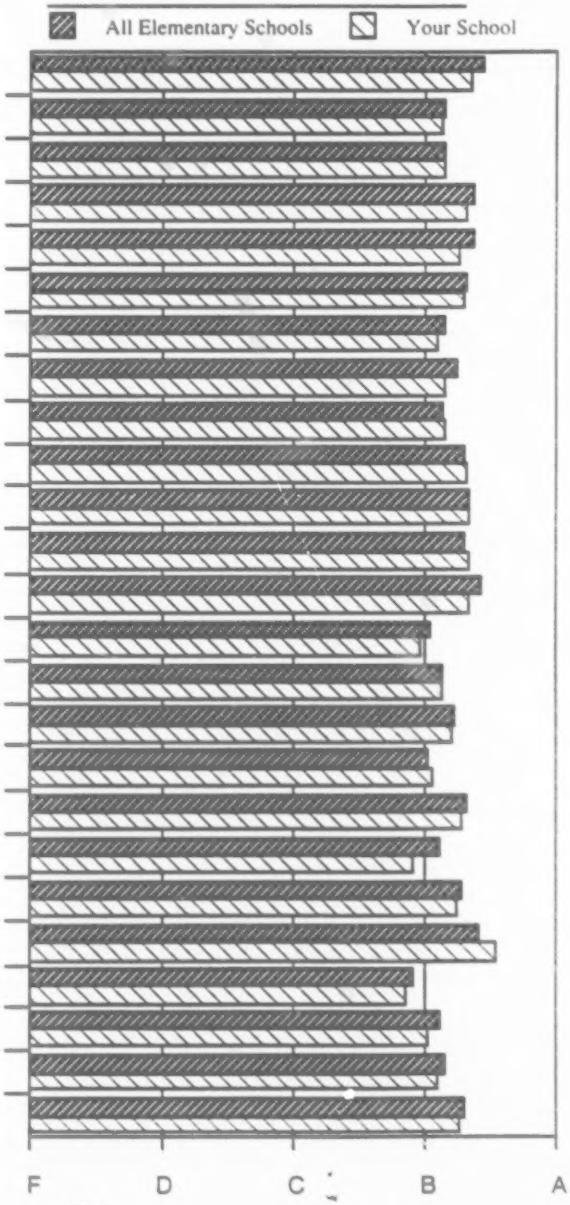
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1025
Estimated percentage of parents represented (± 5%)	80%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	41%
the percent Hispanic	49%
the percent Black, Non-Hispanic	9%
Percent of parents who attended two or more activities at the school during the year	74%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	83%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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North Dade Center for Modern Languages

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

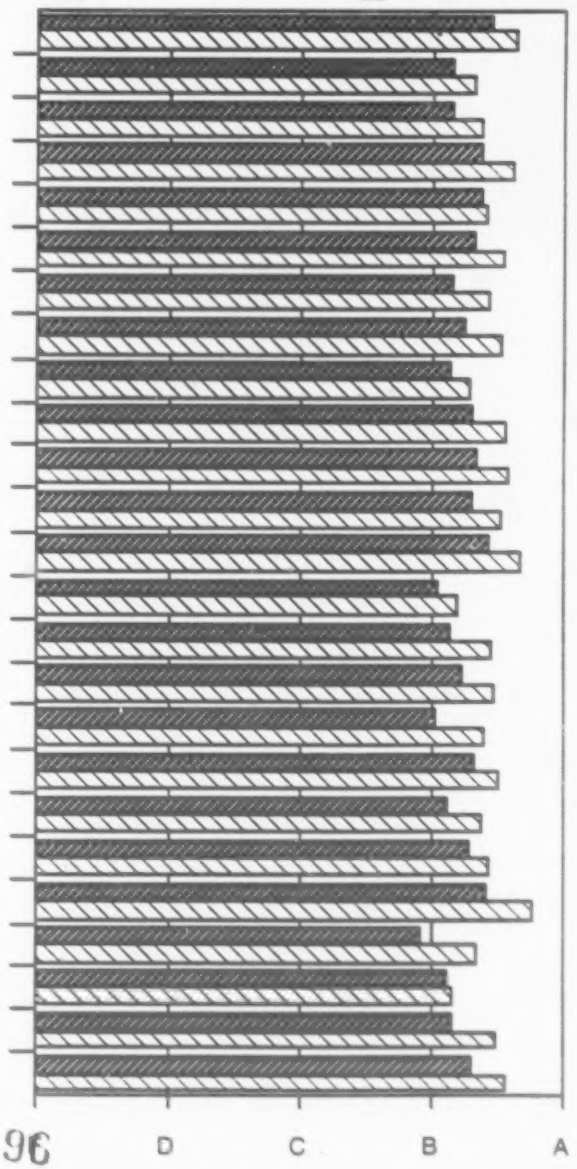
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	516
Estimated percentage of parents represented (± 5%)	89%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	35%
the percent Hispanic	29%
the percent Black, Non-Hispanic	29%
Percent of parents who attended two or more activities at the school during the year	92%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	88%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



North Miami Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

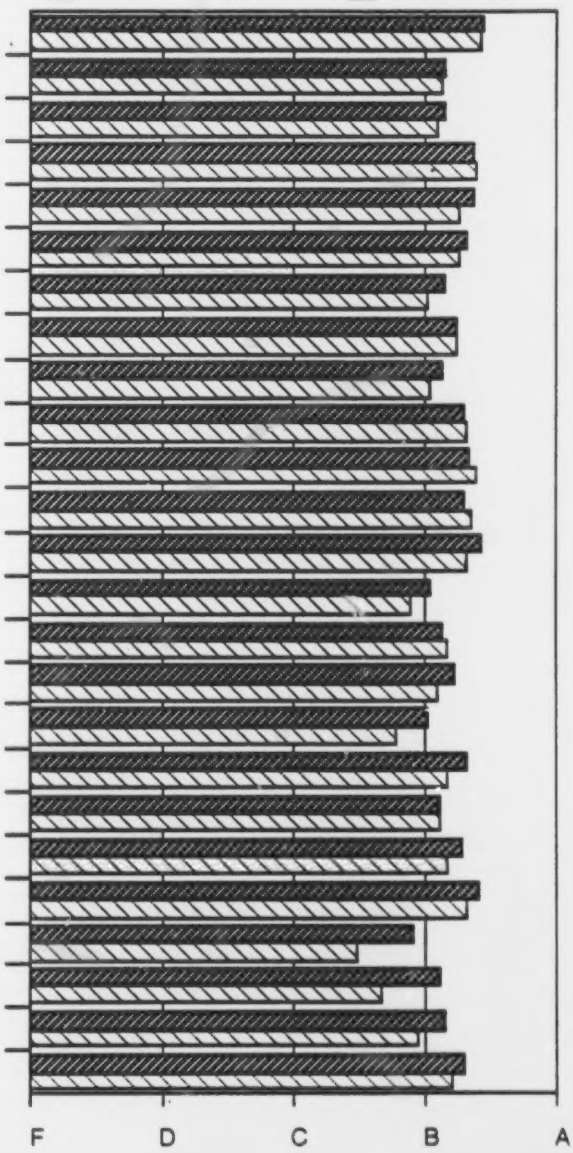
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1741
Estimated percentage of parents represented (± 5%)	72%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	10%
the percent Hispanic	28%
the percent Black, Non-Hispanic	59%
Percent of parents who attended two or more activities at the school during the year	60%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	73%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Oak Grove Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

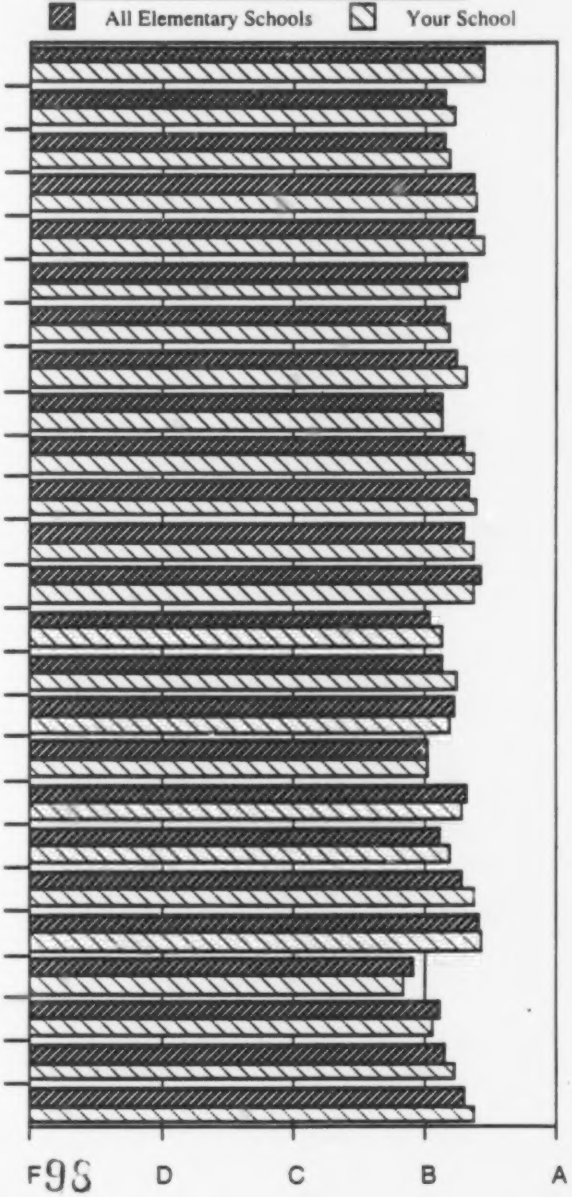
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1365
Estimated percentage of parents represented (± 5%)	92%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	14%
the percent Hispanic	25%
the percent Black, Non-Hispanic	54%
Percent of parents who attended two or more activities at the school during the year	65%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	74%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Olinda Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

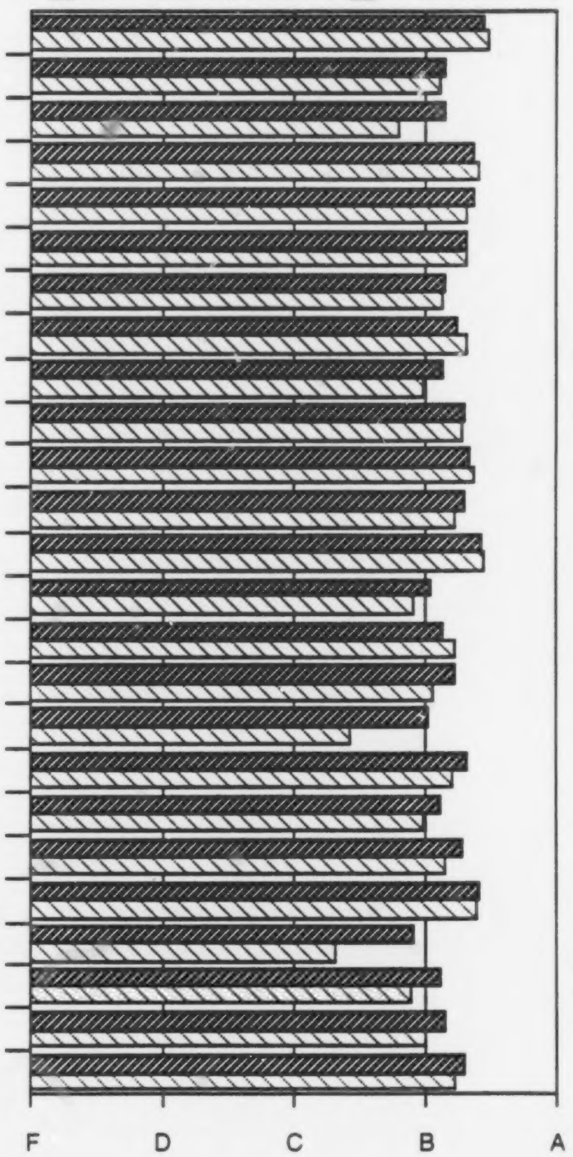
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	691
Estimated percentage of parents represented (± 5%)	65%
Of the parents responding	
the percent female	94%
the percent male	6%
the percent White, Non-Hispanic	1%
the percent Hispanic	2%
the percent Black, Non-Hispanic	96%
Percent of parents who attended two or more activities at the school during the year	63%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	85%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Opa Locka Elementary School

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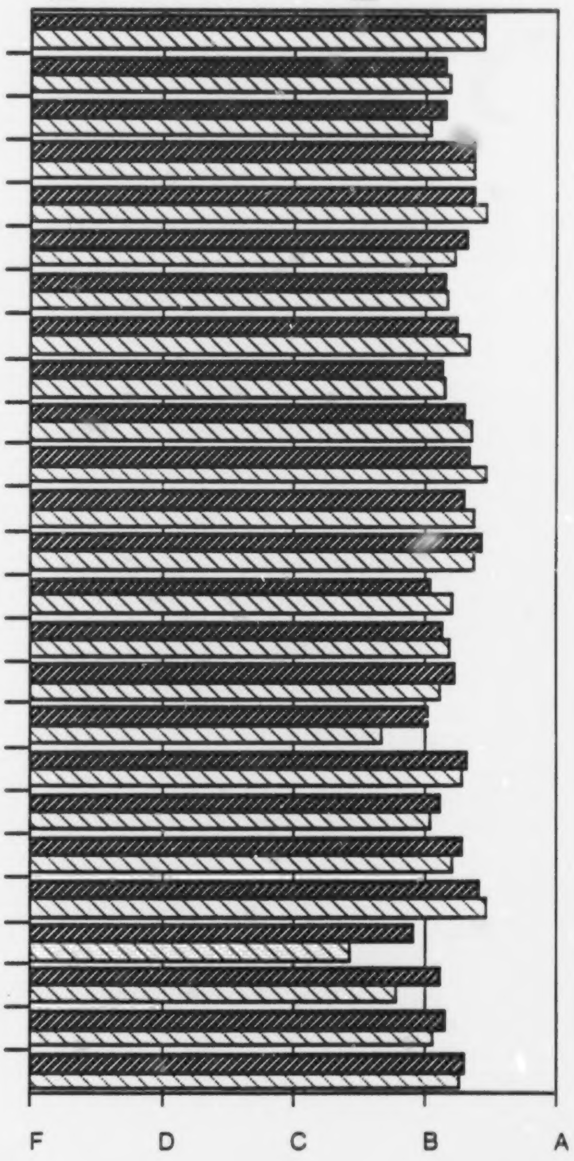
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1096
Estimated percentage of parents represented (± 5%)	84%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	4%
the percent Hispanic	38%
the percent Black, Non-Hispanic	58%
Percent of parents who attended two or more activities at the school during the year	61%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	78%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Orchard Villa Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

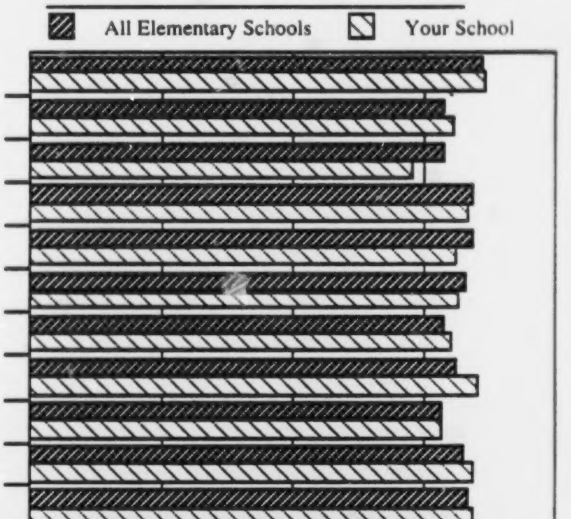
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1031
Estimated percentage of parents represented (± 5%)	52%
Of the parents responding	
the percent female	90%
the percent male	10%
the percent White, Non-Hispanic	1%
the percent Hispanic	1%
the percent Black, Non-Hispanic	98%
Percent of parents who attended two or more activities at the school during the year	57%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	84%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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Palm Springs Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

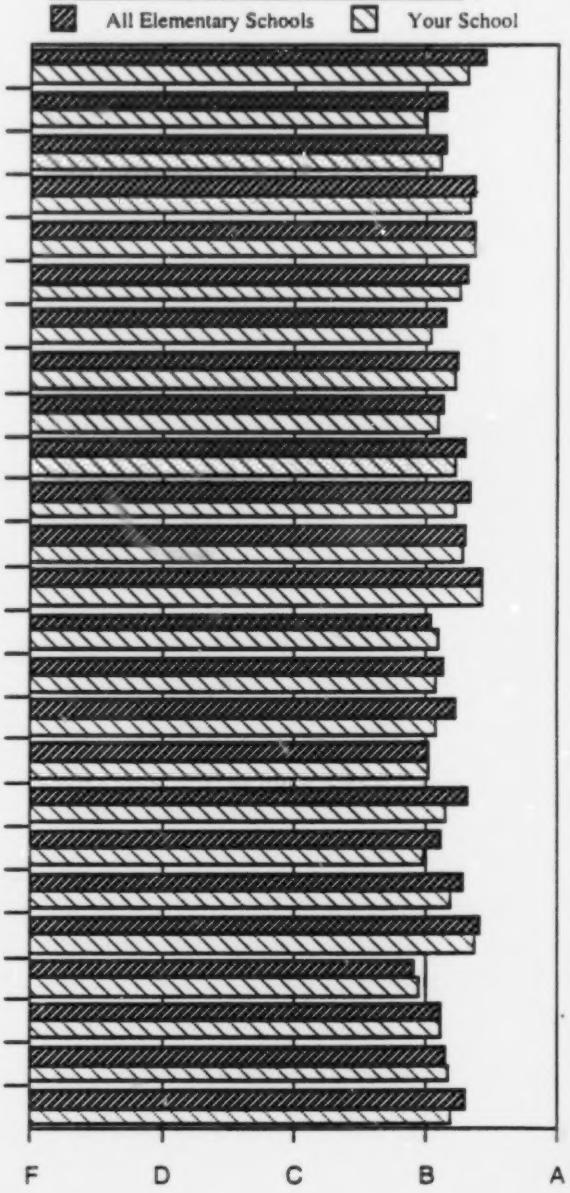
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	998
Estimated percentage of parents represented (± 5%)	86%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	10%
the percent Hispanic	88%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	67%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Palm Springs North Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

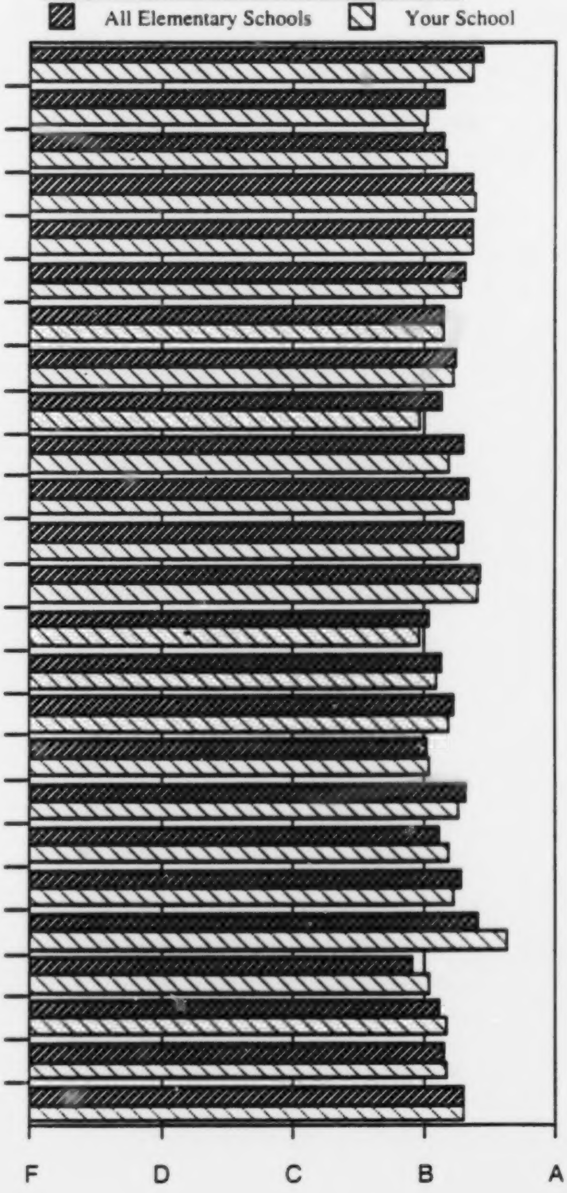
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1160
Estimated percentage of parents represented (± 5%)	77%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	22%
the percent Hispanic	63%
the percent Black, Non-Hispanic	13%
Percent of parents who attended two or more activities at the school during the year	74%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	78%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Parkview Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

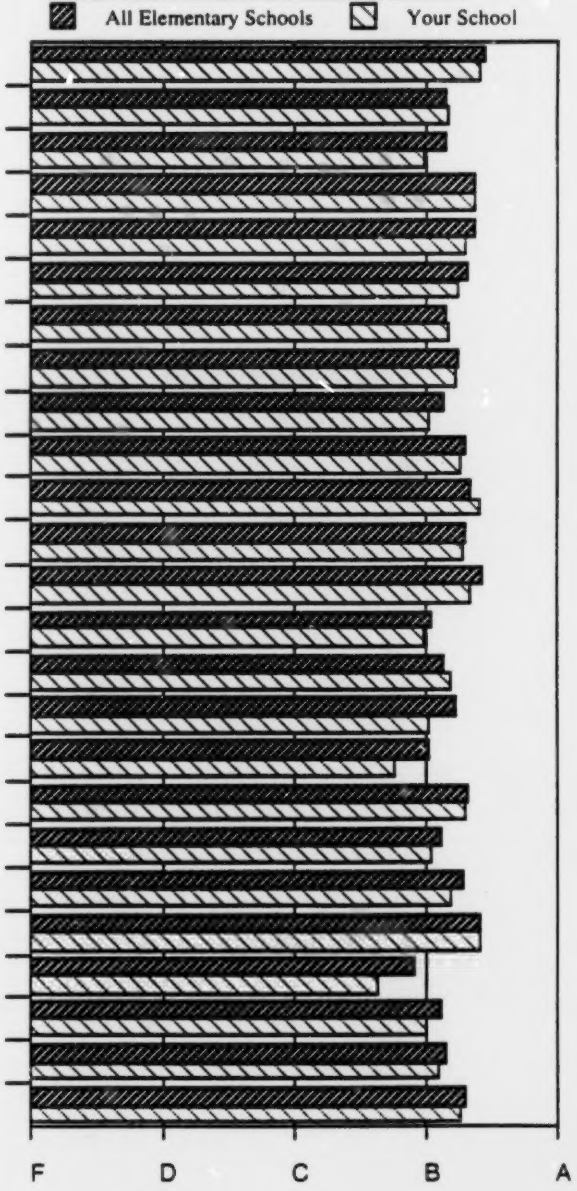
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	589
Estimated percentage of parents represented (± 5%)	89%
Of the parents responding	
the percent female	88%
the percent male	12%
the percent White, Non-Hispanic	2%
the percent Hispanic	6%
the percent Black, Non-Hispanic	90%
Percent of parents who attended two or more activities at the school during the year	63%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	77%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Parkway Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

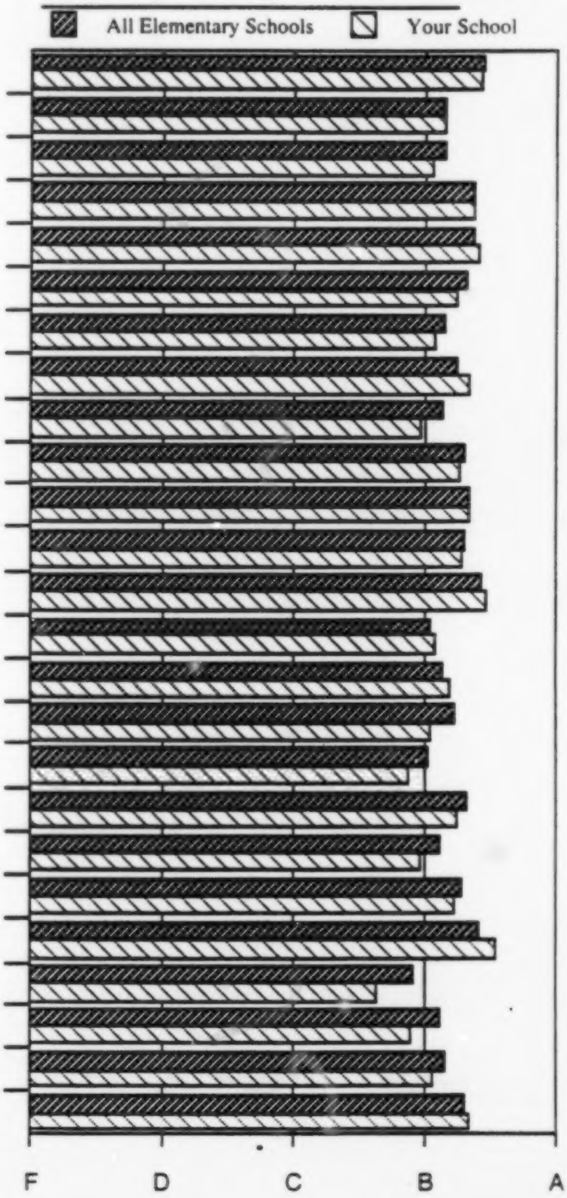
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	727
Estimated percentage of parents represented (± 5%)	67%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	3%
the percent Hispanic	6%
the percent Black, Non-Hispanic	89%
Percent of parents who attended two or more activities at the school during the year	53%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	67%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Perrine Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

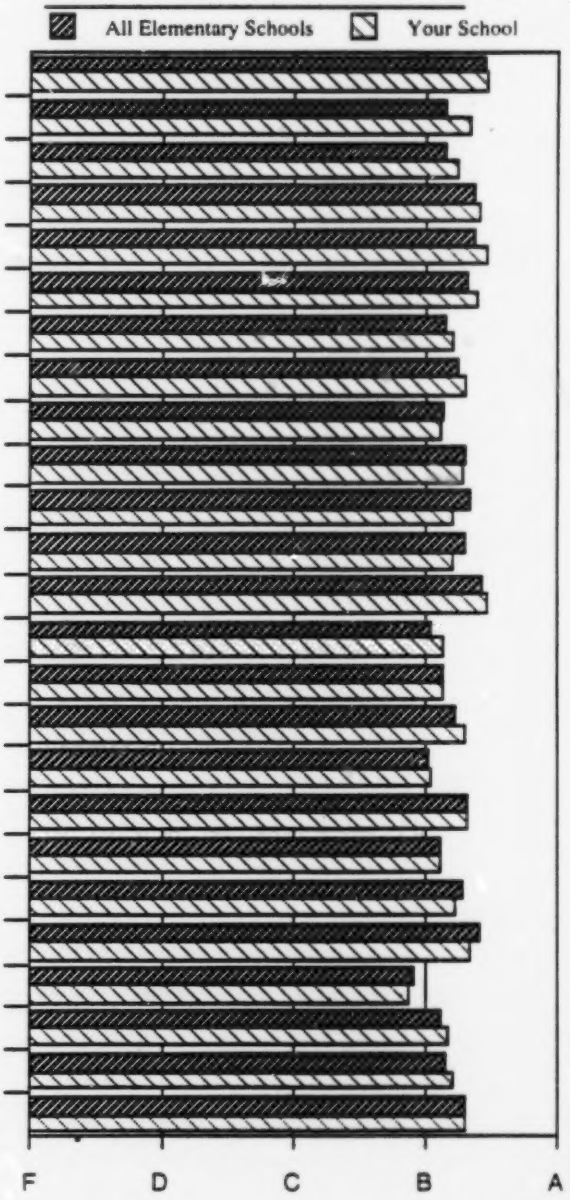
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	537
Estimated percentage of parents represented (± 5%)	69%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	42%
the percent Hispanic	19%
the percent Black, Non-Hispanic	35%
Percent of parents who attended two or more activities at the school during the year	63%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	73%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Kelsey L. Pharr Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

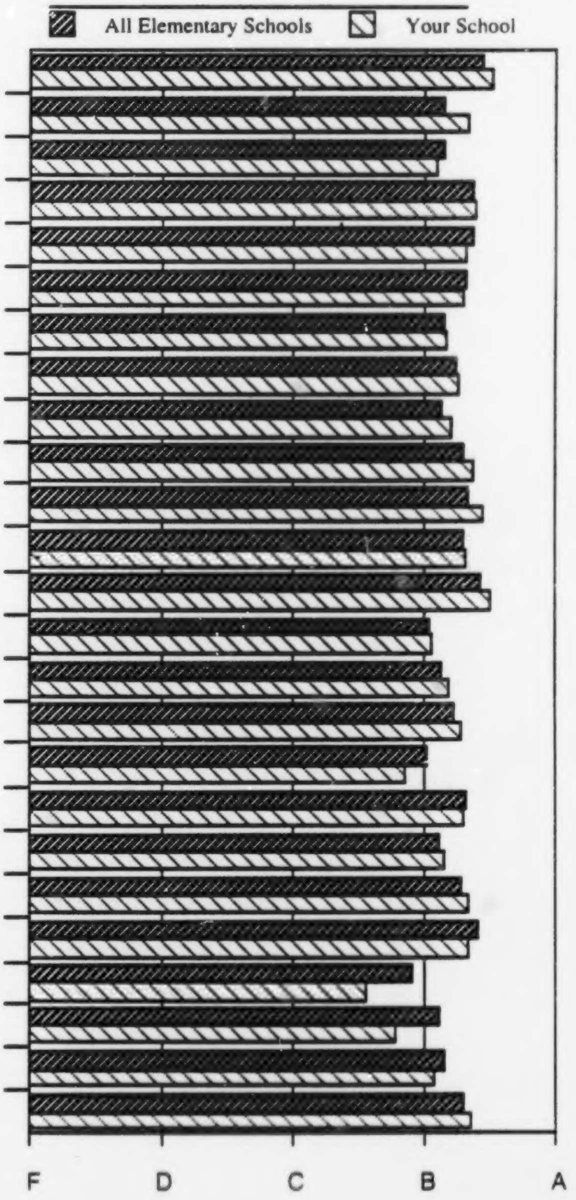
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	840
Estimated percentage of parents represented (± 5%)	69%
Of the parents responding	
the percent female	86%
the percent male	14%
the percent White, Non-Hispanic	3%
the percent Hispanic	60%
the percent Black, Non-Hispanic	36%
Percent of parents who attended two or more activities at the school during the year	38%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	70%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Pinecrest Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

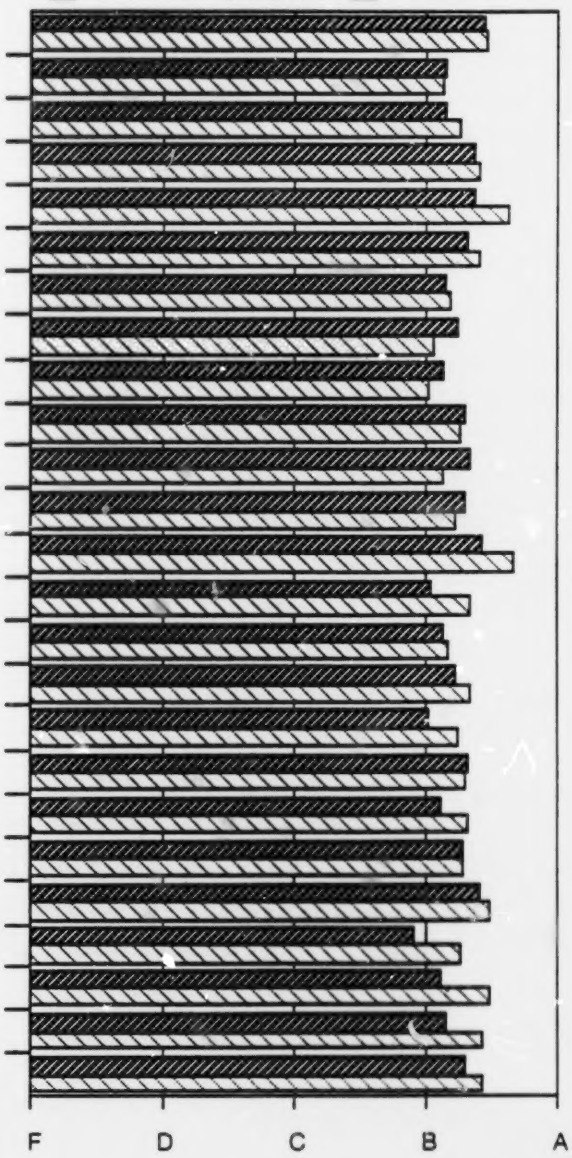
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1057
Estimated percentage of parents represented (± 5%)	82%
Of the parents responding	
the percent female	87%
the percent male	13%
the percent White, Non-Hispanic	66%
the percent Hispanic	23%
the percent Black, Non-Hispanic	3%
Percent of parents who attended two or more activities at the school during the year	87%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	83%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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Pine Lake Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

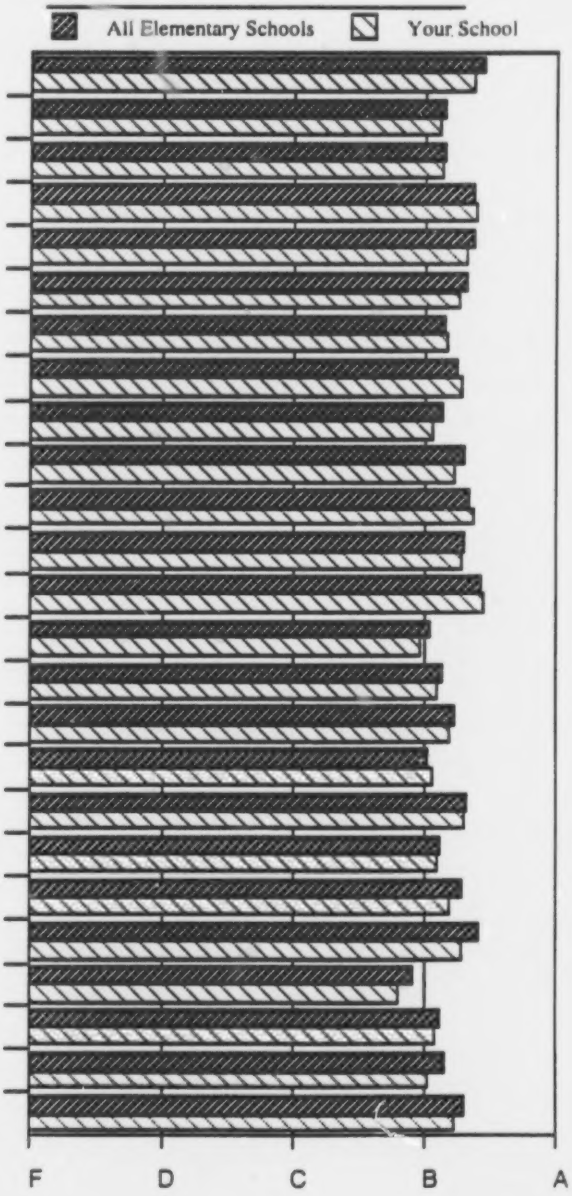
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	566
Estimated percentage of parents represented (± 5%)	63%
Of the parents responding	
the percent female	87%
the percent male	13%
the percent White, Non-Hispanic	16%
the percent Hispanic	22%
the percent Black, Non-Hispanic	58%
Percent of parents who attended two or more activities at the school during the year	59%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	78%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Rainbow Park Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

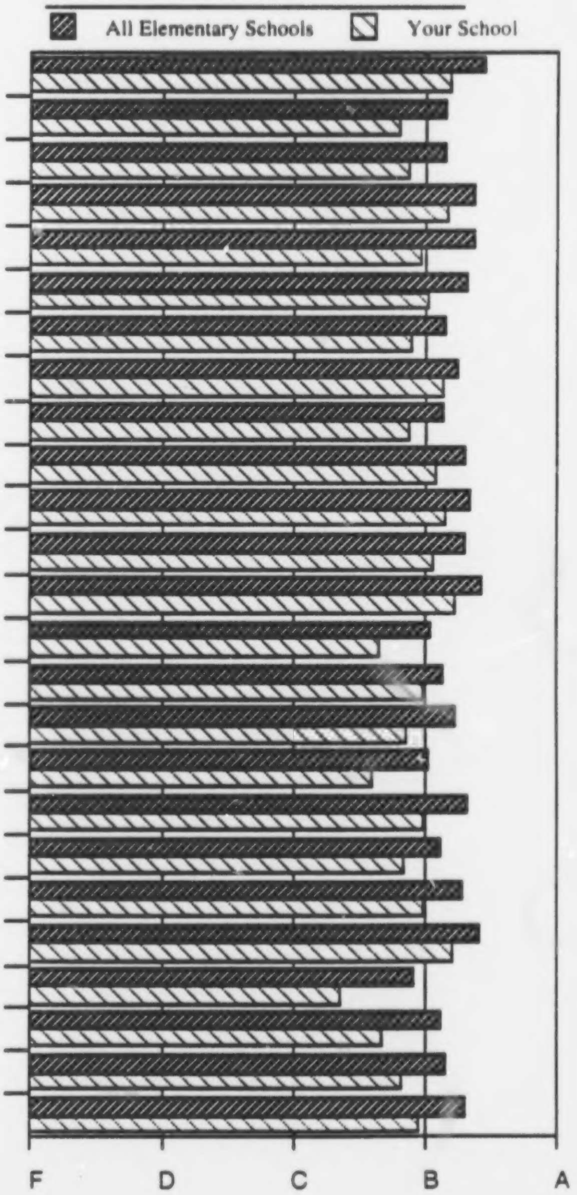
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	874
Estimated percentage of parents represented (± 5%)	88%
Of the parents responding	
the percent female	87%
the percent male	13%
the percent White, Non-Hispanic	5%
the percent Hispanic	14%
the percent Black, Non-Hispanic	79%
Percent of parents who attended two or more activities at the school during the year	57%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	84%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Redondo Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

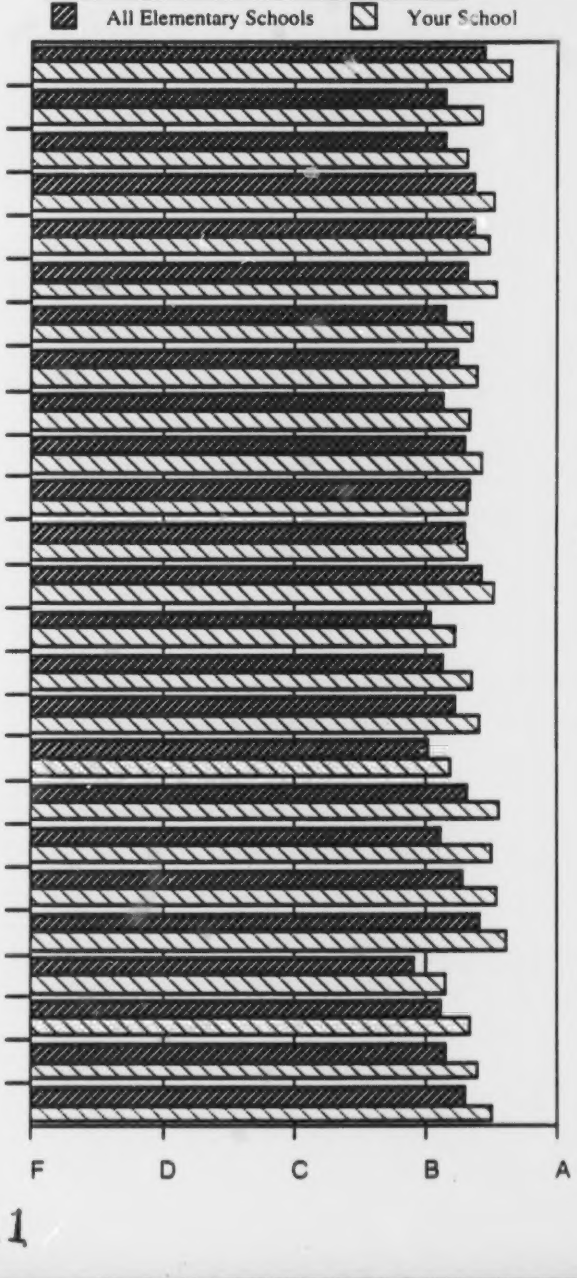
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	475
Estimated percentage of parents represented (± 5%)	62%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	40%
the percent Hispanic	49%
the percent Black, Non-Hispanic	11%
Percent of parents who attended two or more activities at the school during the year	59%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	66%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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Richmond Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

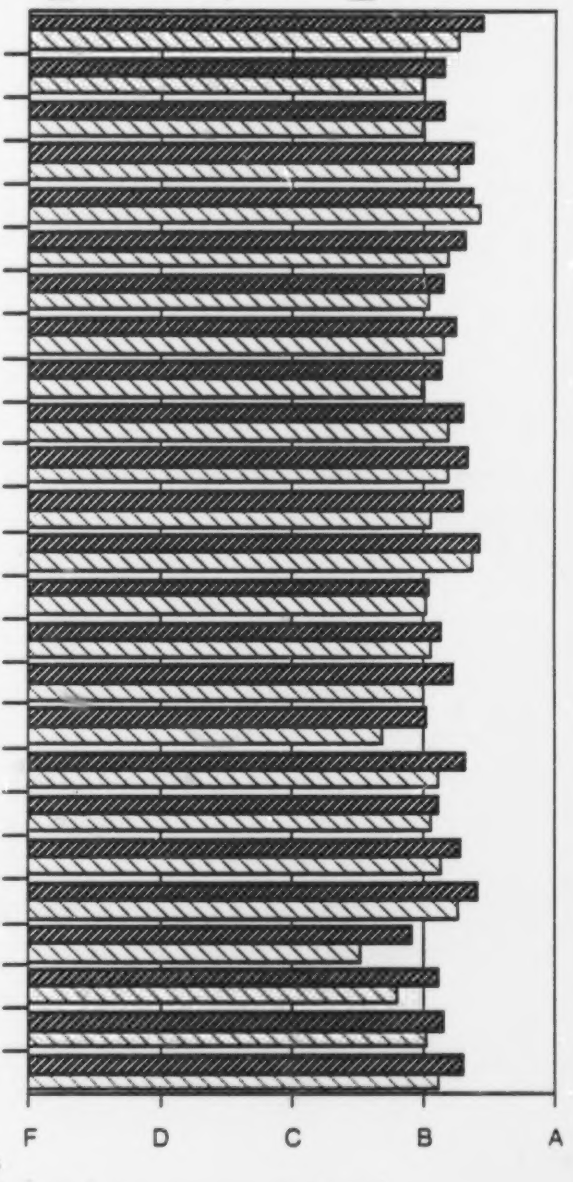
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	545
Estimated percentage of parents represented (± 5%)	66%
Of the parents responding	
the percent female	88%
the percent male	12%
the percent White, Non-Hispanic	11%
the percent Hispanic	20%
the percent Black, Non-Hispanic	66%
Percent of parents who attended two or more activities at the school during the year	47%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	69%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Riverside Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

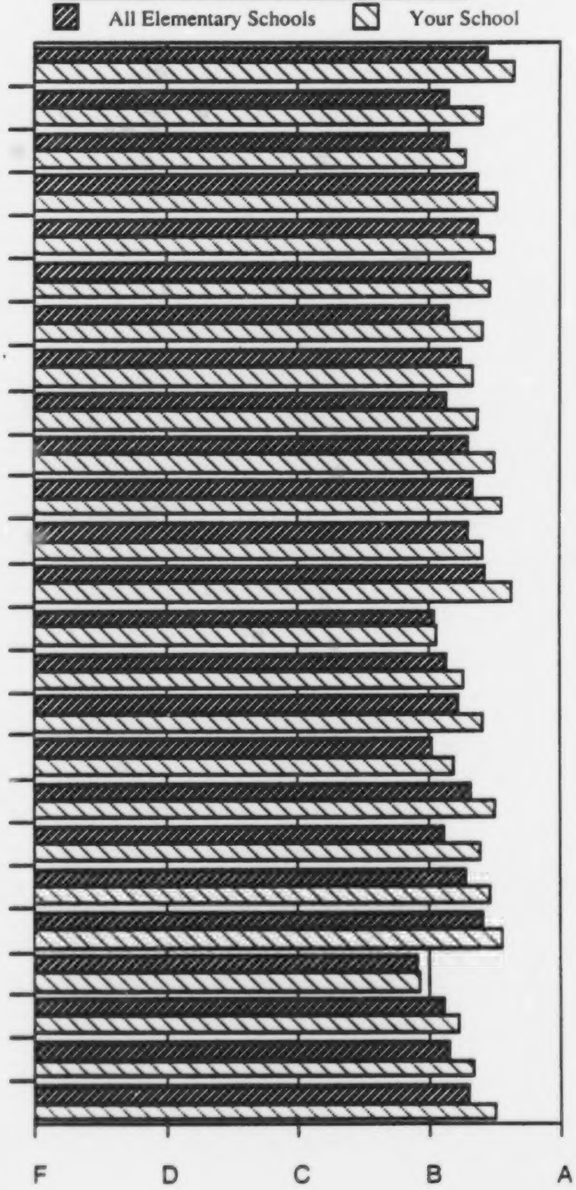
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1386
Estimated percentage of parents represented (± 5%)	60%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	2%
the percent Hispanic	88%
the percent Black, Non-Hispanic	9%
Percent of parents who attended two or more activities at the school during the year	46%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	69%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Jane S. Roberts Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

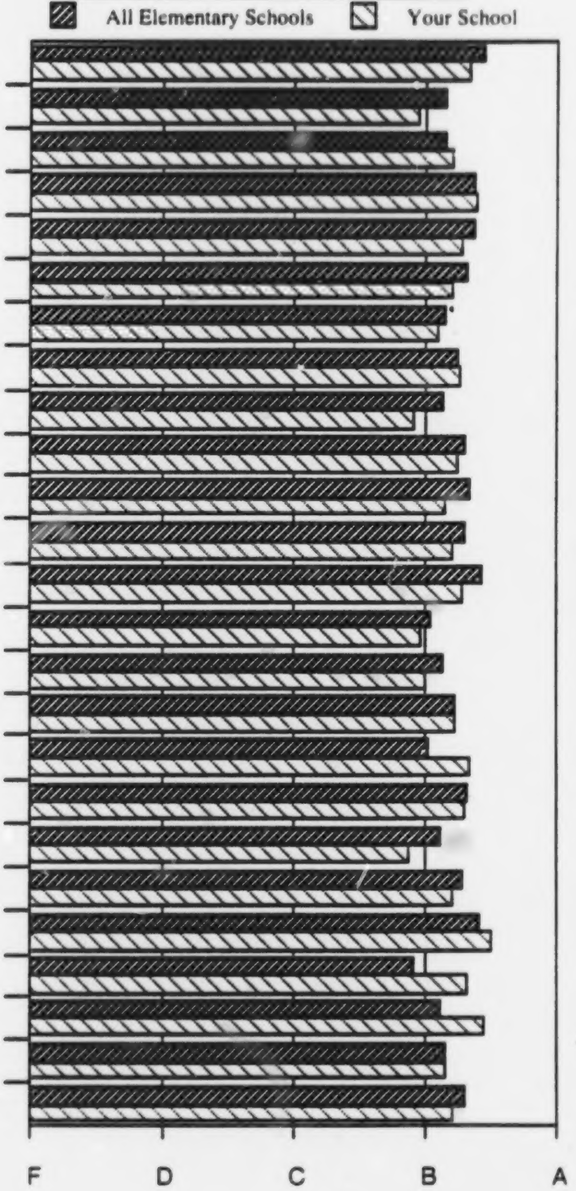
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1145
Estimated percentage of parents represented (± 5%)	45%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	18%
the percent Hispanic	78%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	75%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	83%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Sabal Palm Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

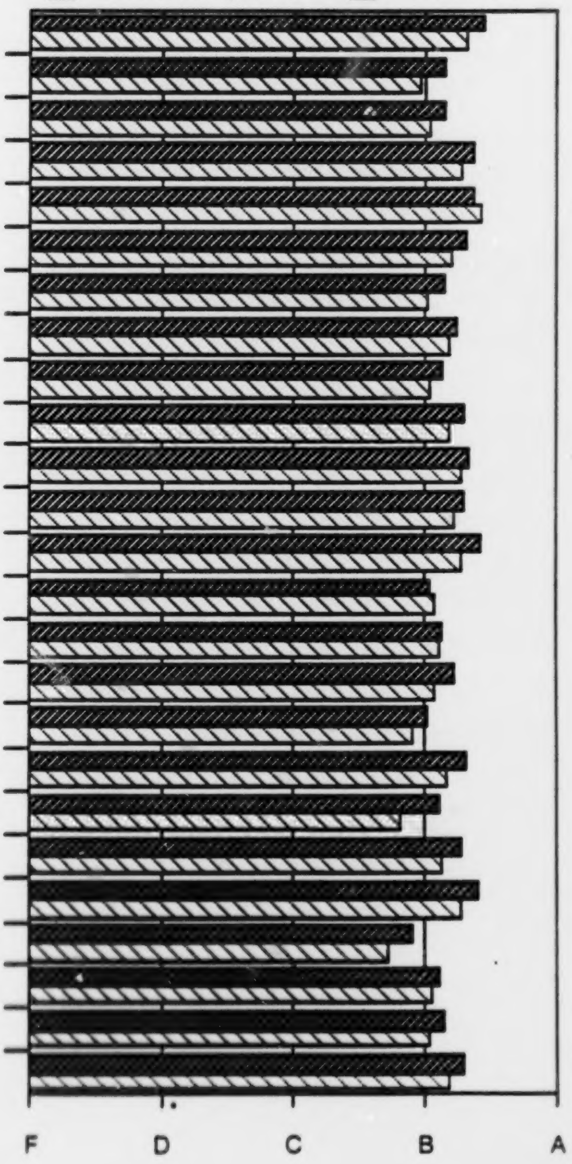
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1088
Estimated percentage of parents represented (± 5%)	66%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	25%
the percent Hispanic	26%
the percent Black, Non-Hispanic	41%
Percent of parents who attended two or more activities at the school during the year	66%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	83%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Santa Clara Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

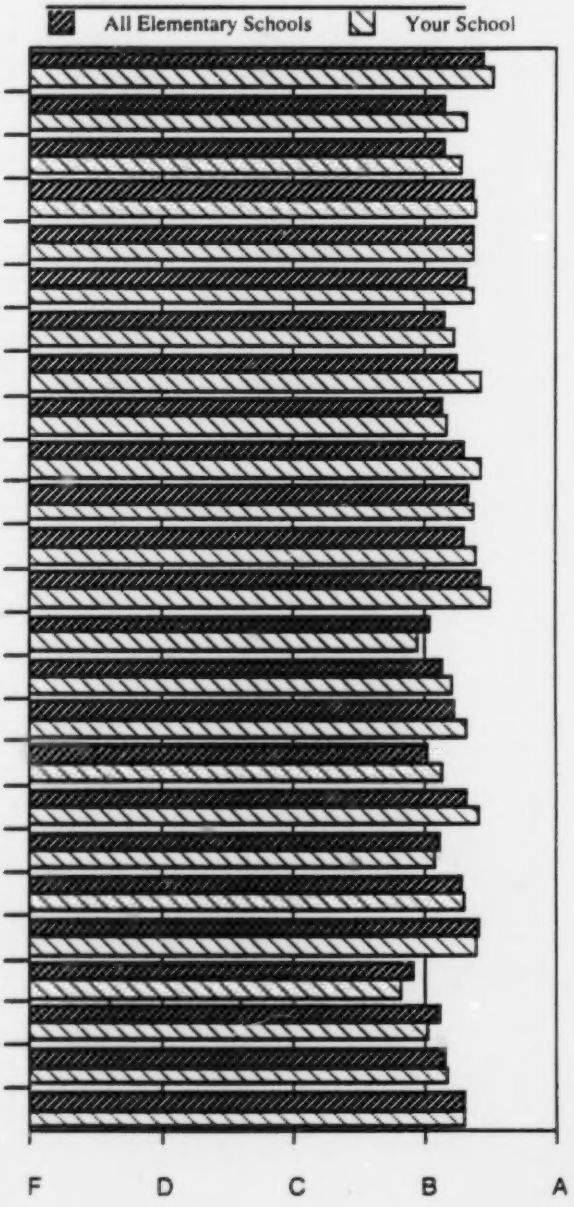
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	608
Estimated percentage of parents represented (± 5%)	73%
Of the parents responding	
the percent female	86%
the percent male	14%
the percent White, Non-Hispanic	1%
the percent Hispanic	30%
the percent Black, Non-Hispanic	67%
Percent of parents who attended two or more activities at the school during the year	53%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	77%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Scott Lake Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

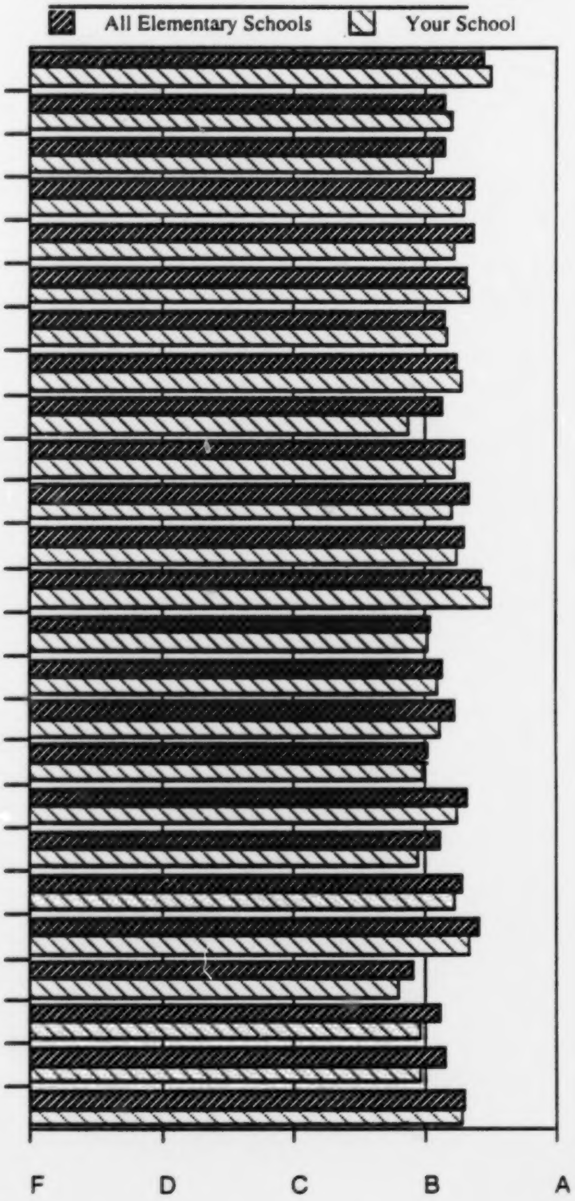
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	751
Estimated percentage of parents represented (± 5%)	56%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	22%
the percent Hispanic	6%
the percent Black, Non-Hispanic	66%
Percent of parents who attended two or more activities at the school during the year	79%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	77%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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Shenandoah Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

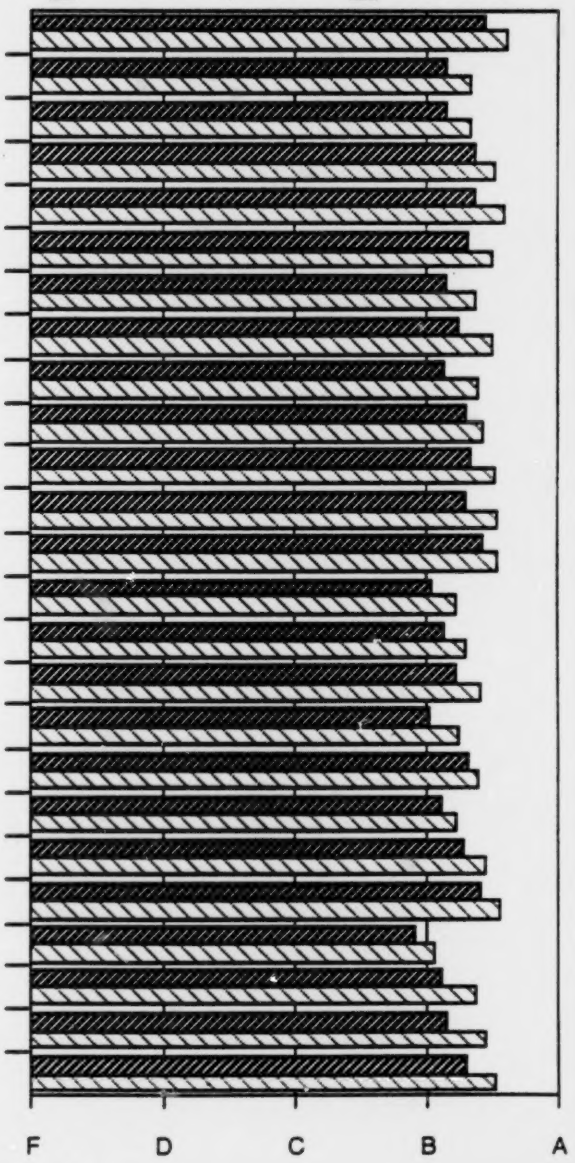
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1319
Estimated percentage of parents represented (± 5%)	82%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	4%
the percent Hispanic	93%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	57%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	76%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Ben Sheppard Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

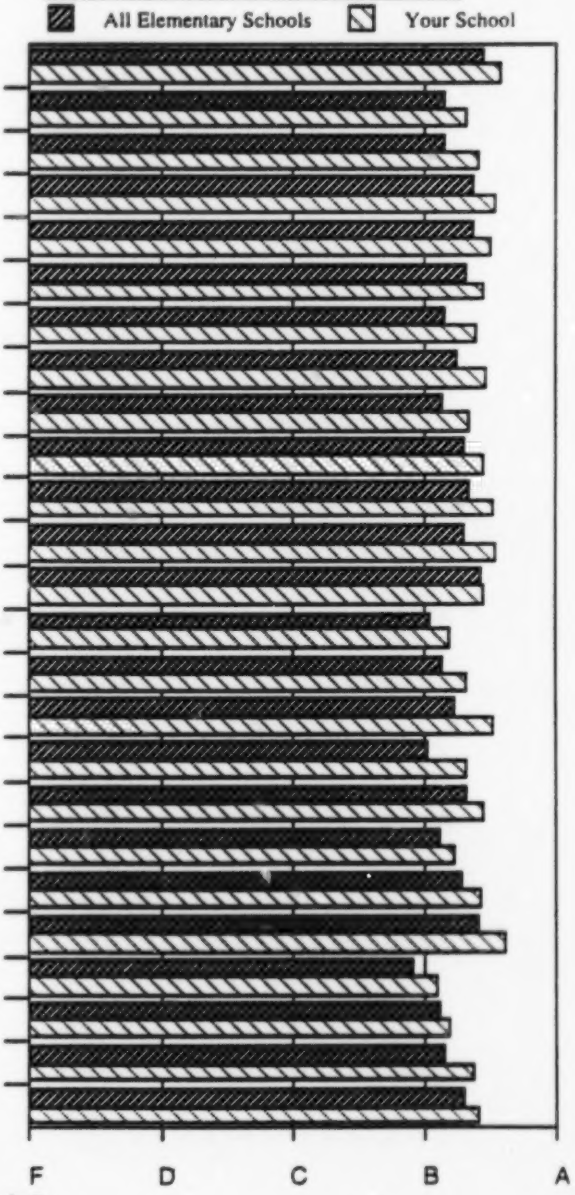
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1978
Estimated percentage of parents represented (± 5%)	89%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	6%
the percent Hispanic	93%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	76%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	85%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Ben Sheppard Elementary School (Annex)

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

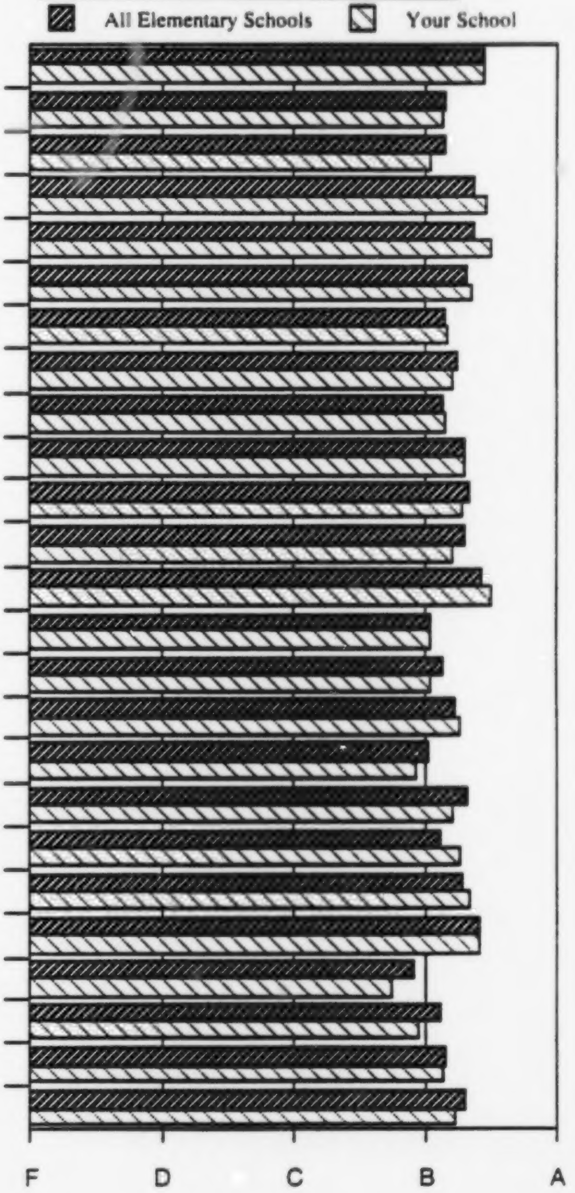
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	830
Estimated percentage of parents represented (± 5%)	65%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	5%
the percent Hispanic	92%
the percent Black, Non-Hispanic	2%
Percent of parents who attended two or more activities at the school during the year	55%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	65%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Silver Bluff Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

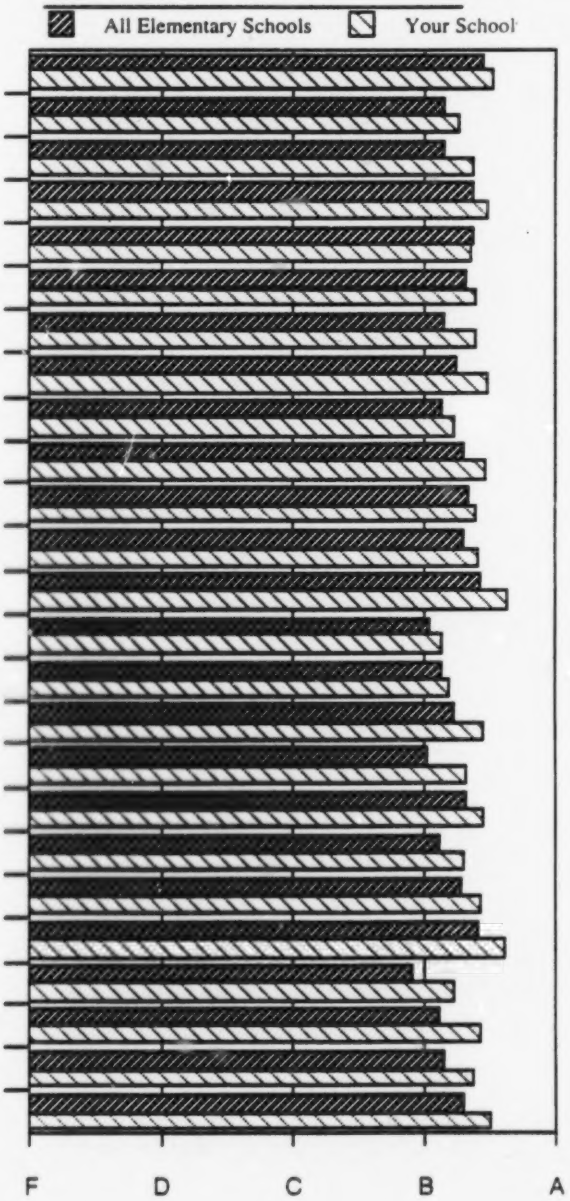
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	799
Estimated percentage of parents represented (± 5%)	74%
Of the parents responding	
the percent female	86%
the percent male	14%
the percent White, Non-Hispanic	7%
the percent Hispanic	90%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	72%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	84%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Skyway Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

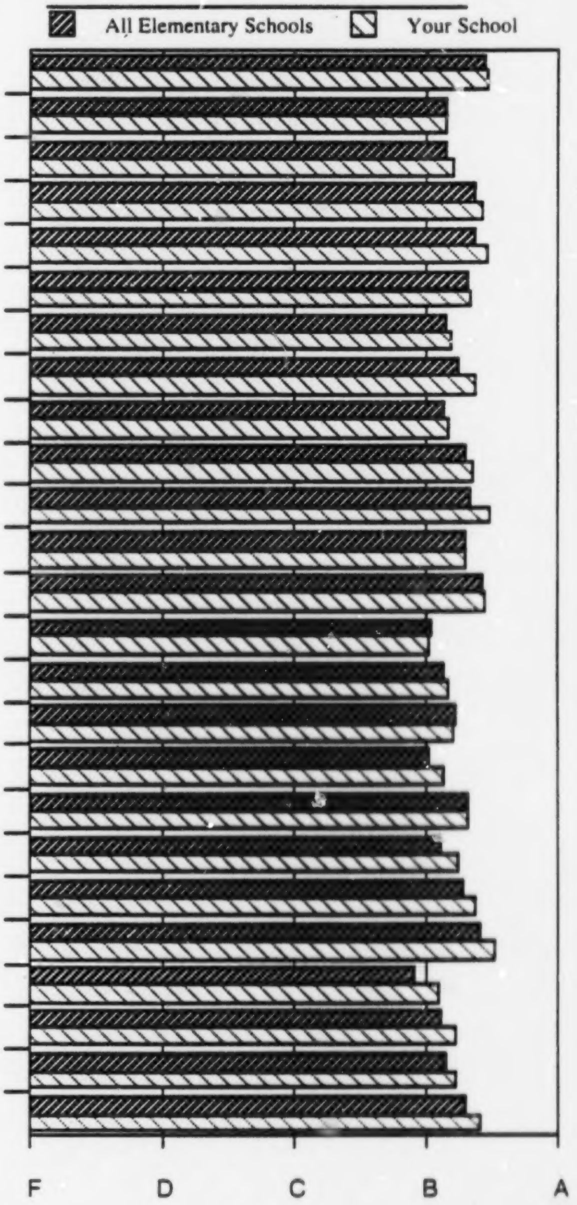
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	870
Estimated percentage of parents represented (± 5%)	79%
Of the parents responding	
the percent female	86%
the percent male	14%
the percent White, Non-Hispanic	8%
the percent Hispanic	55%
the percent Black, Non-Hispanic	35%
Percent of parents who attended two or more activities at the school during the year	67%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	83%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Snapper Creek Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

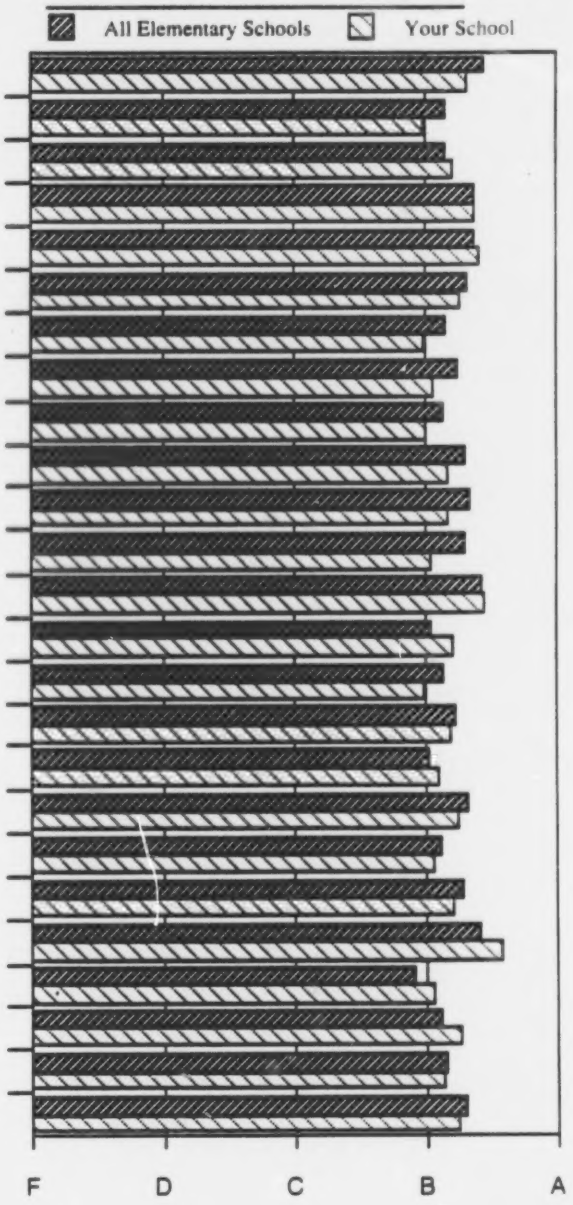
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	575
Estimated percentage of parents represented (± 5%)	83%
Of the parents responding	
the percent female	88%
the percent male	12%
the percent White, Non-Hispanic	24%
the percent Hispanic	67%
the percent Black, Non-Hispanic	2%
Percent of parents who attended two or more activities at the school during the year	79%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	87%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



South Hialeah Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

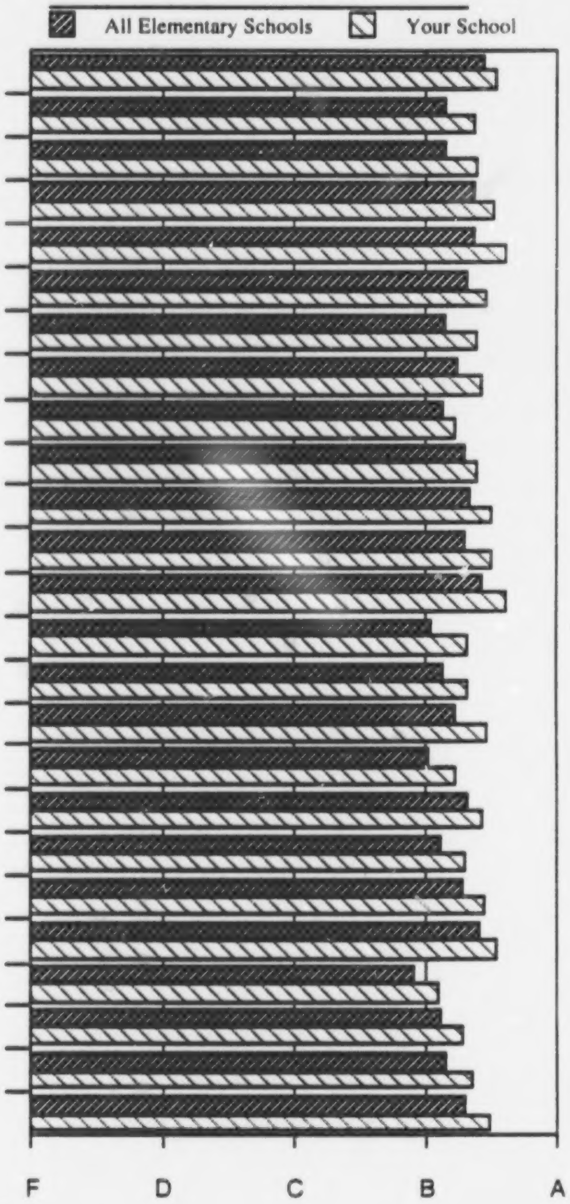
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1252
Estimated percentage of parents represented (± 5%)	97%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	9%
the percent Hispanic	86%
the percent Black, Non-Hispanic	5%
Percent of parents who attended two or more activities at the school during the year	68%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



South Miami Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

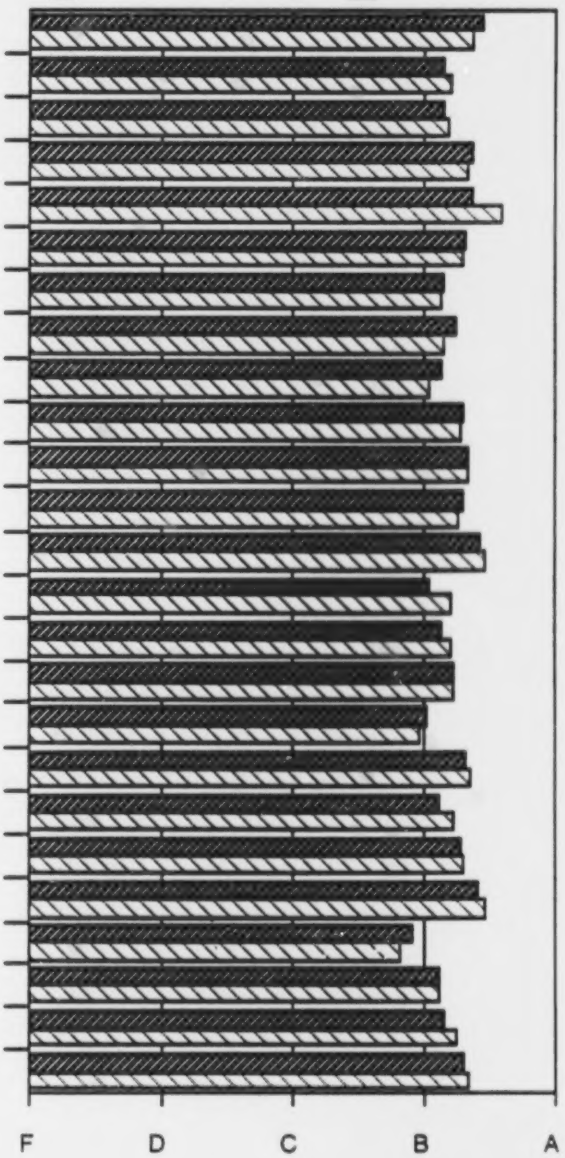
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	607
Estimated percentage of parents represented (± 5%)	65%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	31%
the percent Hispanic	42%
the percent Black, Non-Hispanic	25%
Percent of parents who attended two or more activities at the school during the year	82%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



South Miami Heights Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

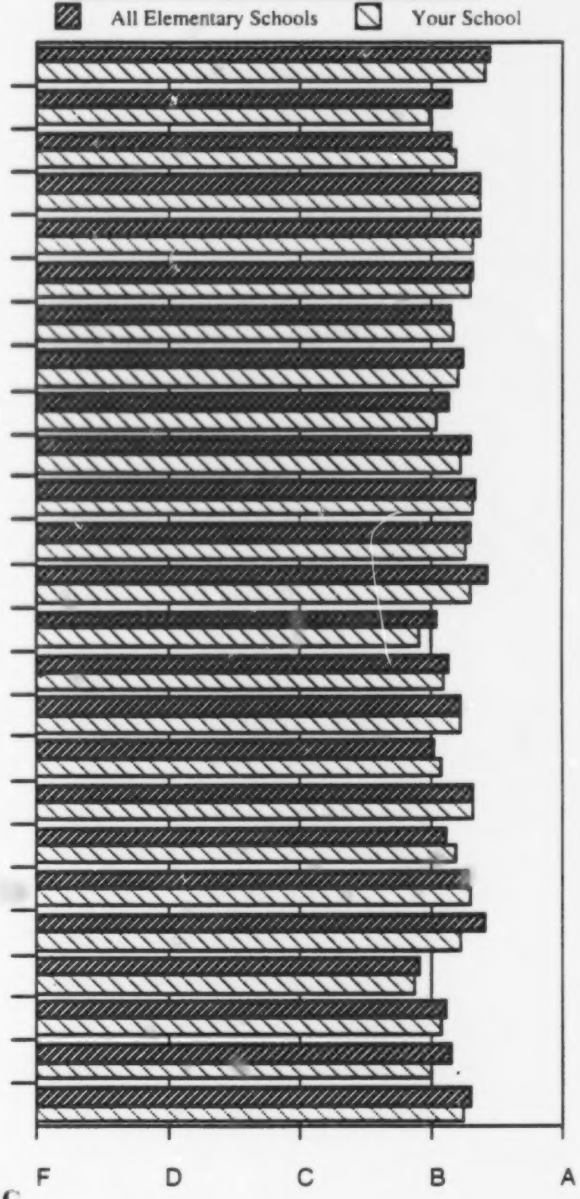
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	751
Estimated percentage of parents represented (± 5%)	98%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	13%
the percent Hispanic	61%
the percent Black, Non-Hispanic	24%
Percent of parents who attended two or more activities at the school during the year	52%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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South Pointe Elementary School

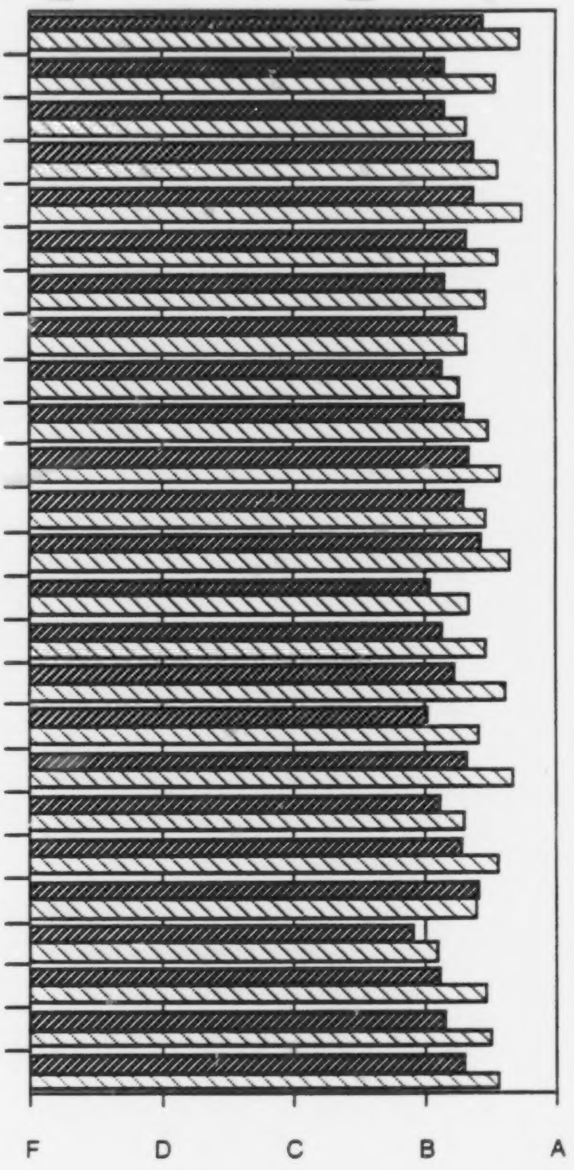
This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	737
Estimated percentage of parents represented (± 5%)	64%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	28%
the percent Hispanic	60%
the percent Black, Non-Hispanic	9%
Percent of parents who attended two or more activities at the school during the year	73%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	91%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.



Southside Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

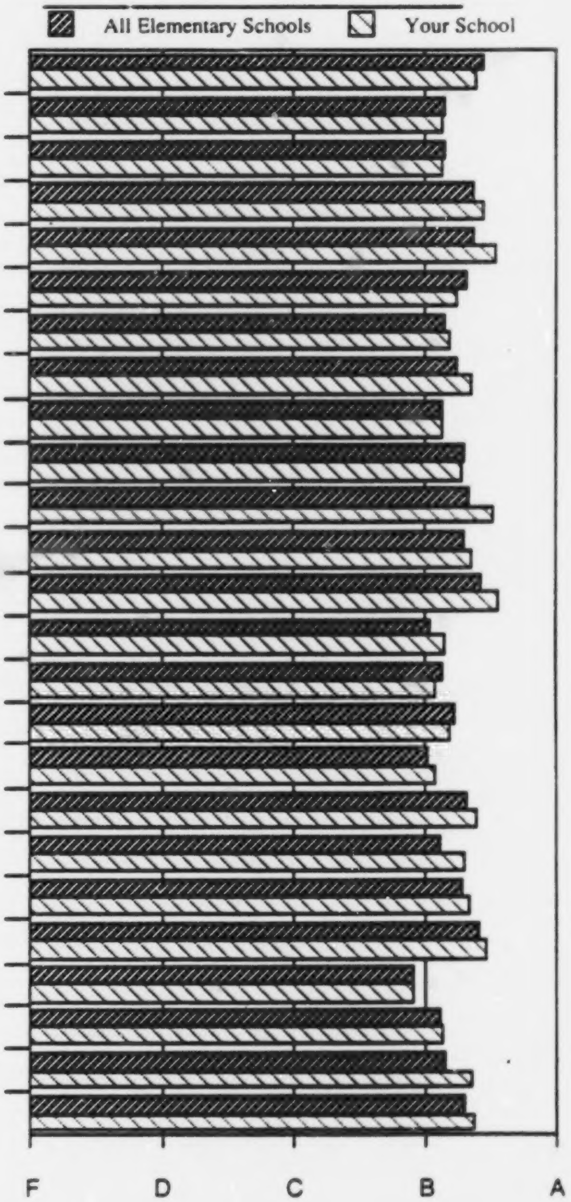
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	377
Estimated percentage of parents represented (± 5%)	88%
Of the parents responding	
the percent female	76%
the percent male	24%
the percent White, Non-Hispanic	7%
the percent Hispanic	88%
the percent Black, Non-Hispanic	2%
Percent of parents who attended two or more activities at the school during the year	59%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	80%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Springview Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

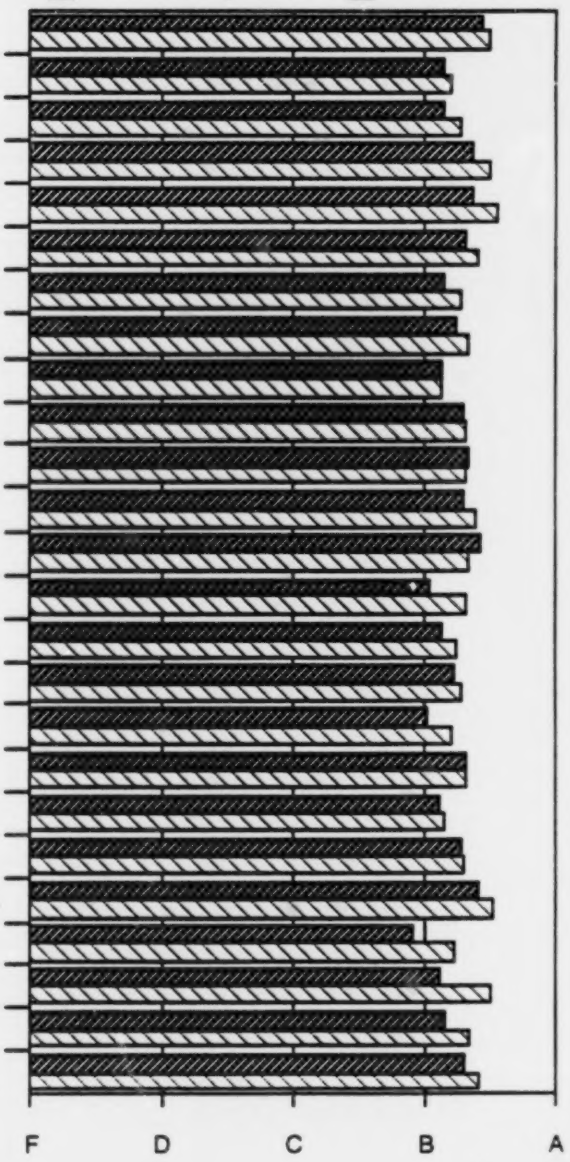
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	736
Estimated percentage of parents represented (± 5%)	86%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	34%
the percent Hispanic	61%
the percent Black, Non-Hispanic	3%
Percent of parents who attended two or more activities at the school during the year	71%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	82%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



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E. W. F. Stirrup Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

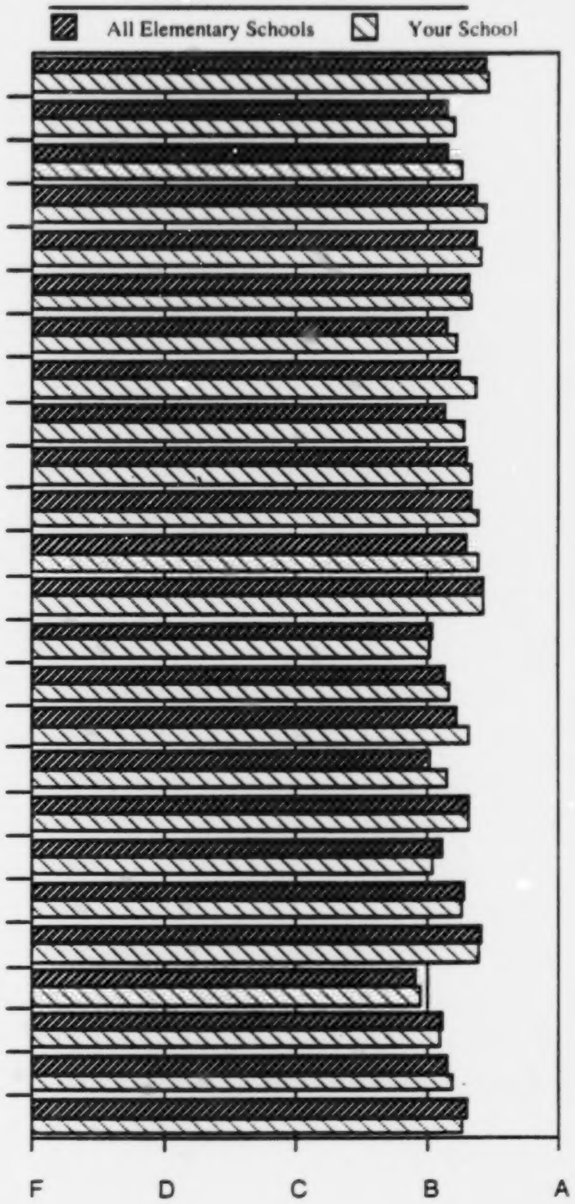
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1335
Estimated percentage of parents represented (± 5%)	90%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	8%
the percent Hispanic	87%
the percent Black, Non-Hispanic	4%
Percent of parents who attended two or more activities at the school during the year	60%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	82%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Sunset Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

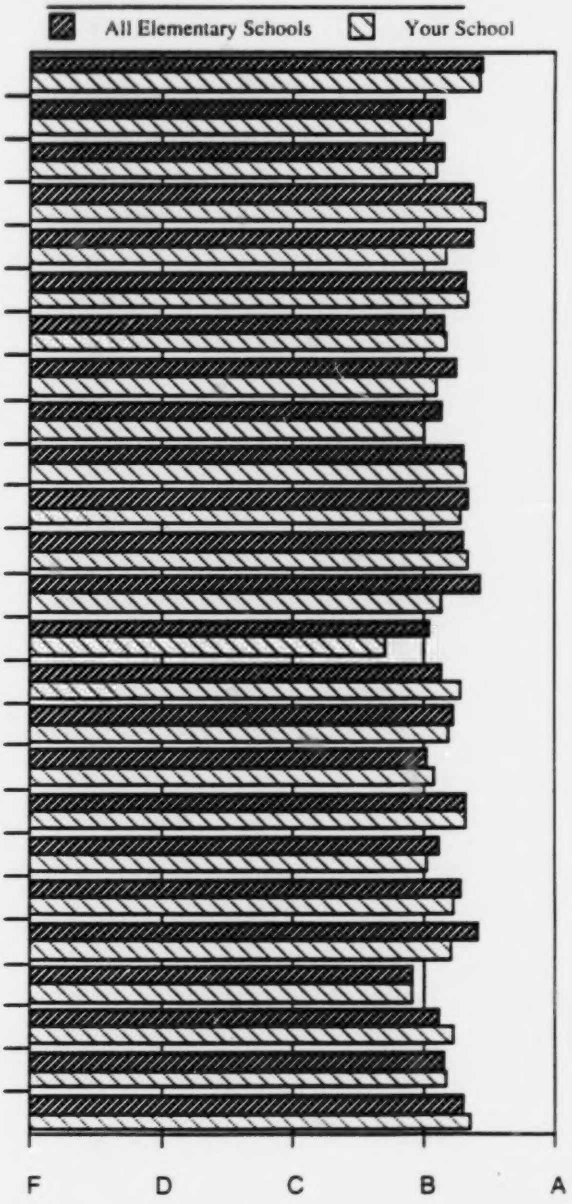
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	868
Estimated percentage of parents represented (± 5%)	74%
Of the parents responding	
the percent female	87%
the percent male	13%
the percent White, Non-Hispanic	45%
the percent Hispanic	35%
the percent Black, Non-Hispanic	19%
Percent of parents who attended two or more activities at the school during the year	87%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	89%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Sunset Park Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

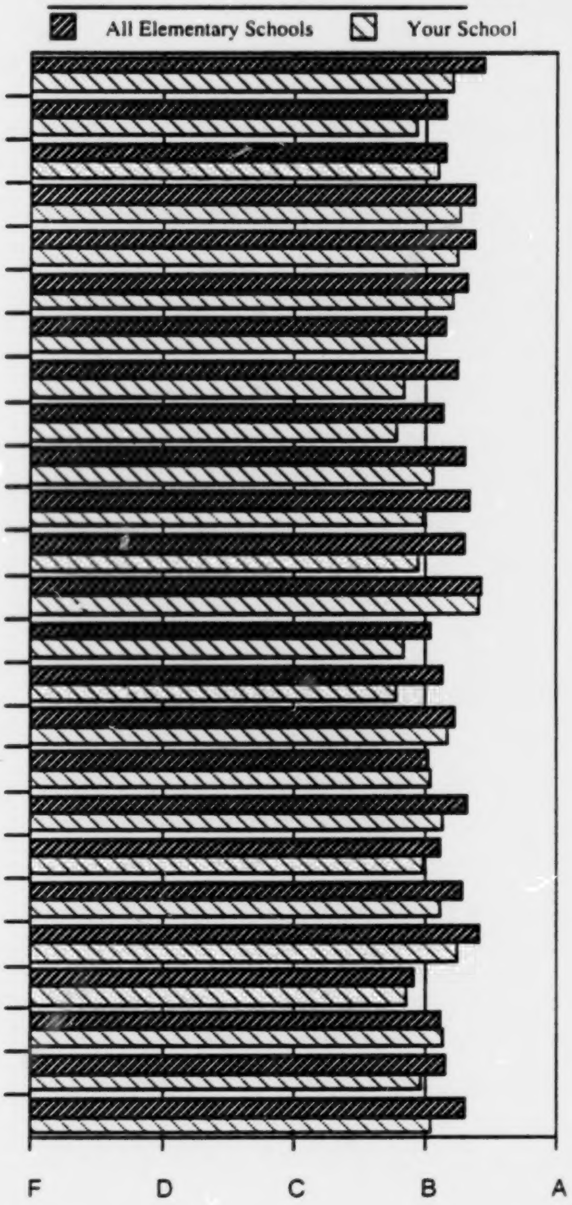
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	925
Estimated percentage of parents represented (± 5%)	71%
Of the parents responding	
the percent female	80%
the percent male	20%
the percent White, Non-Hispanic	33%
the percent Hispanic	58%
the percent Black, Non-Hispanic	7%
Percent of parents who attended two or more activities at the school during the year	71%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	81%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Sweetwater Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

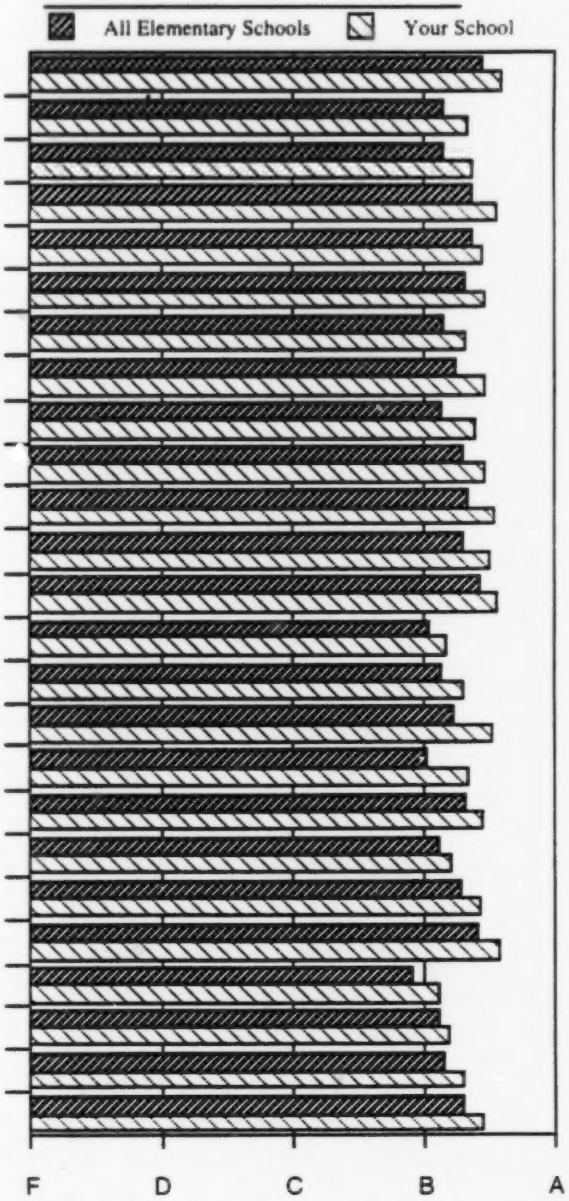
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1075
Estimated percentage of parents represented (± 5%)	95%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	5%
the percent Hispanic	94%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	69%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	80%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Sylvania Heights Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

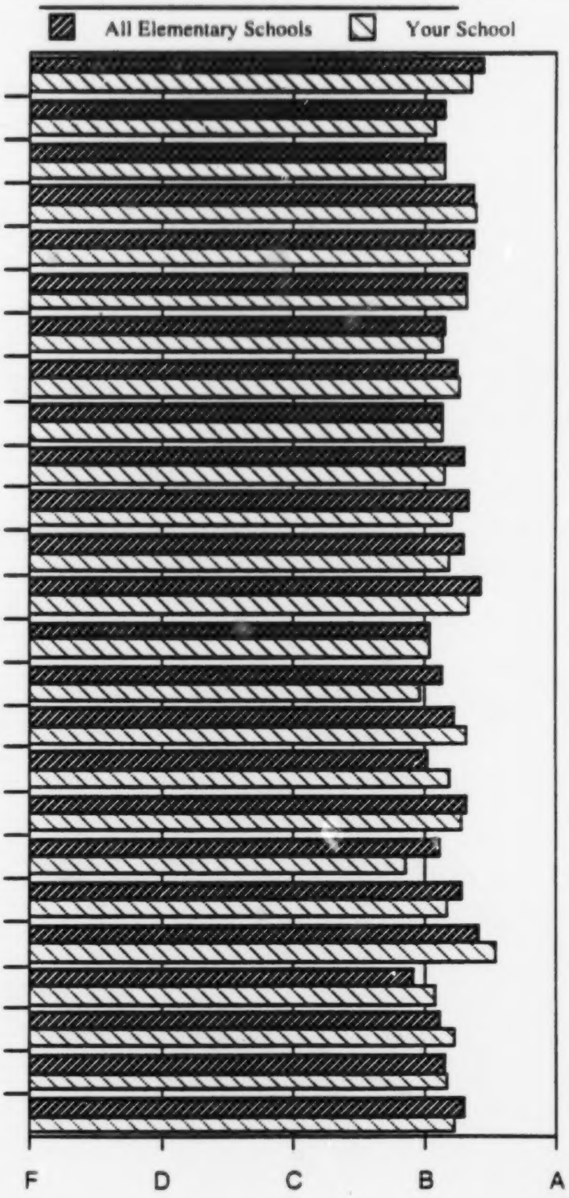
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	658
Estimated percentage of parents represented (± 5%)	87%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	14%
the percent Hispanic	84%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	71%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Treasure Island Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

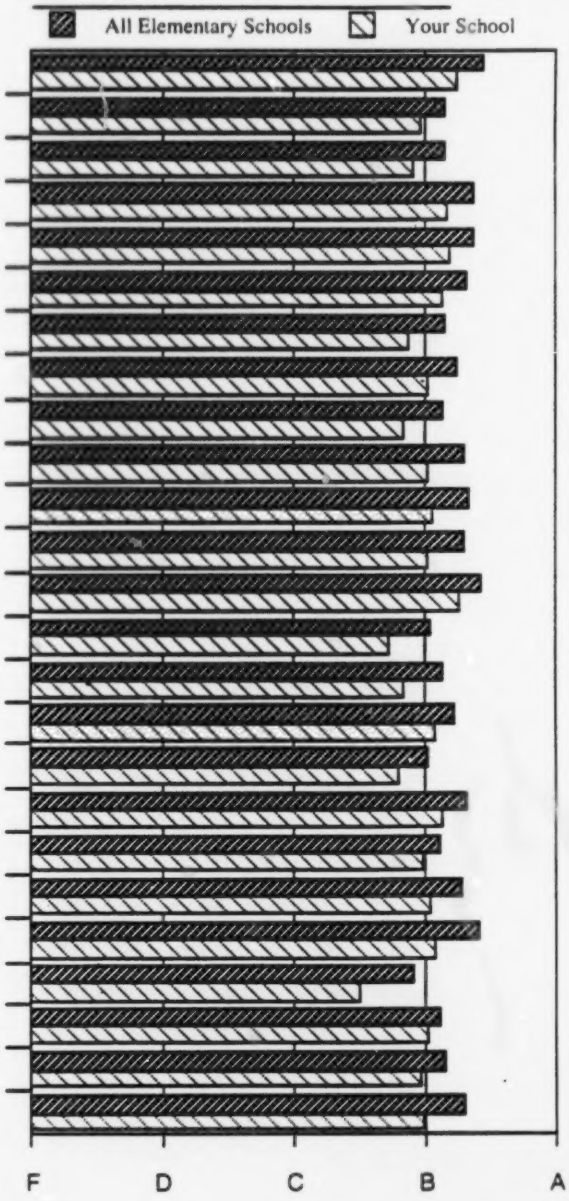
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1030
Estimated percentage of parents represented (± 5%)	96%
Of the parents responding	
the percent female	80%
the percent male	20%
the percent White, Non-Hispanic	19%
the percent Hispanic	66%
the percent Black, Non-Hispanic	11%
Percent of parents who attended two or more activities at the school during the year	60%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	78%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Tropical Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

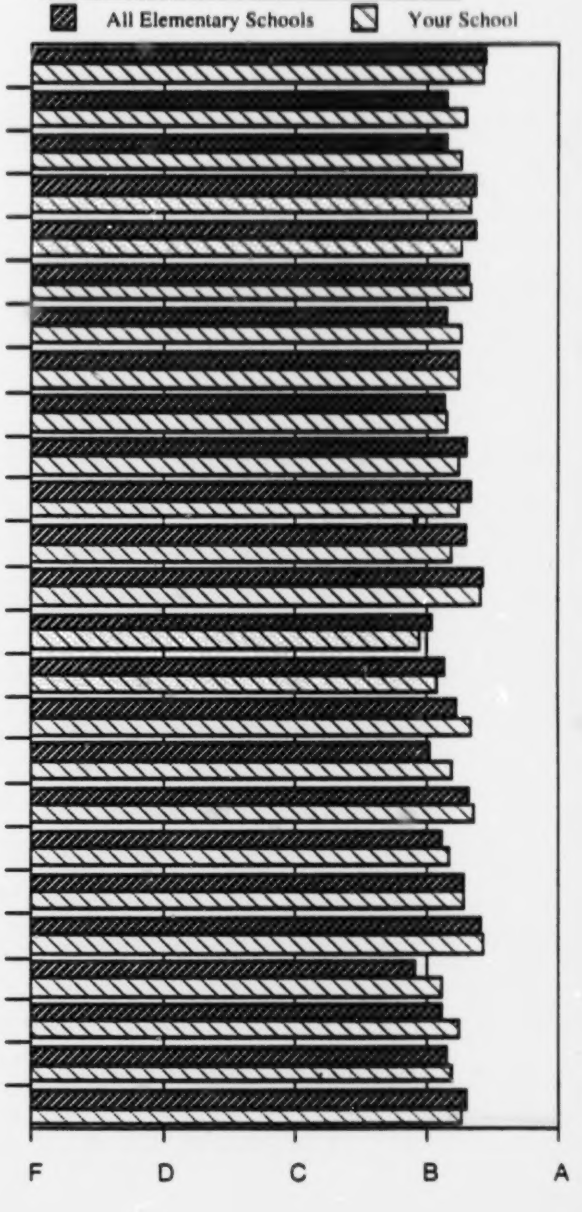
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	665
Estimated percentage of parents represented (± 5%)	35%
Of the parents responding	
the percent female	88%
the percent male	12%
the percent White, Non-Hispanic	27%
the percent Hispanic	69%
the percent Black, Non-Hispanic	3%
Percent of parents who attended two or more activities at the school during the year	74%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	89%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



F. S. Tucker Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

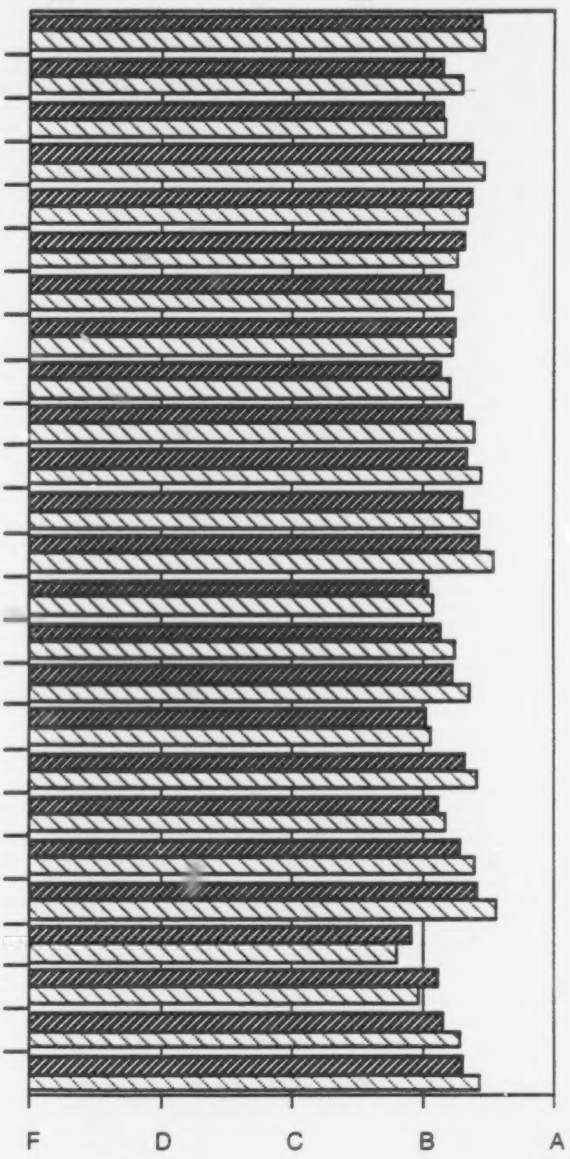
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	596
Estimated percentage of parents represented (± 5%)	79%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	6%
the percent Hispanic	32%
the percent Black, Non-Hispanic	62%
Percent of parents who attended two or more activities at the school during the year	65%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	82%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Twin Lakes Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

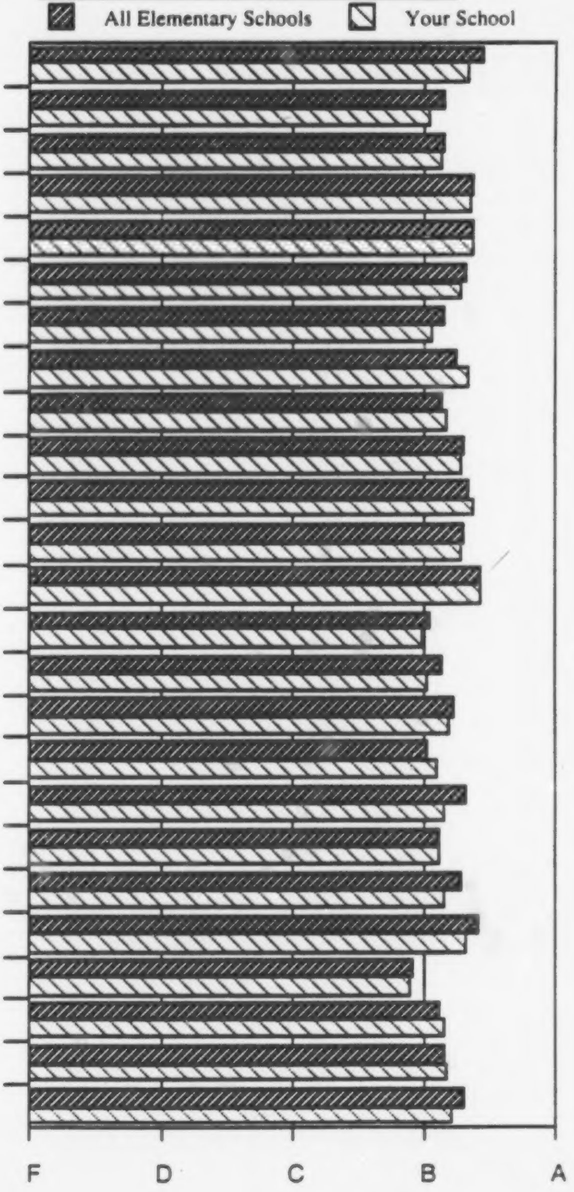
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	938
Estimated percentage of parents represented (± 5%)	93%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	10%
the percent Hispanic	87%
the percent Black, Non-Hispanic	2%
Percent of parents who attended two or more activities at the school during the year	63%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	78%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Village Green Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

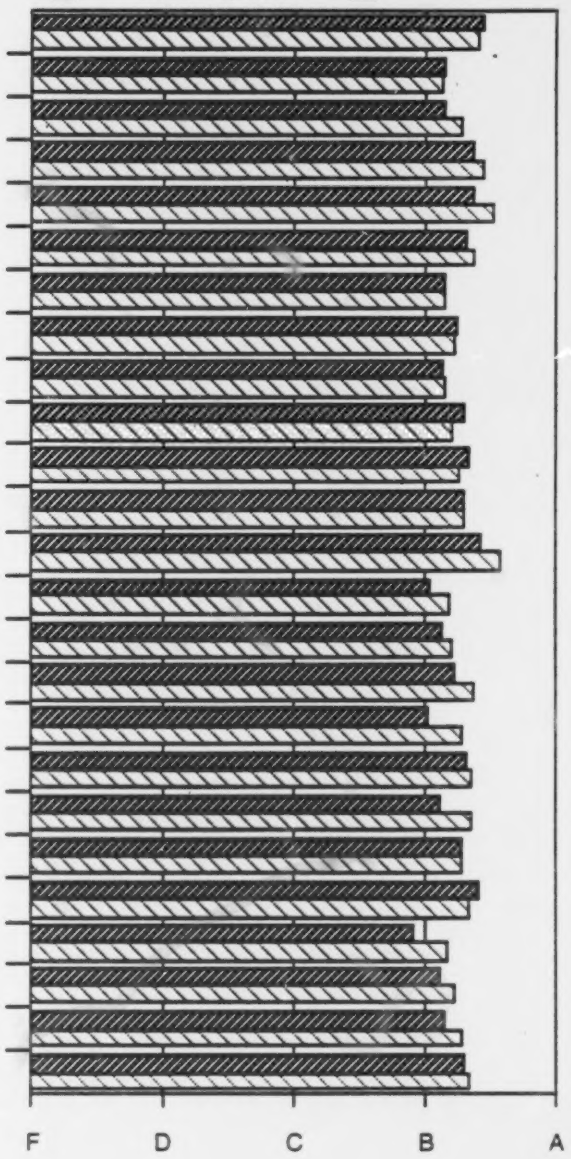
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	795
Estimated percentage of parents represented (± 5%)	84%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	10%
the percent Hispanic	89%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	79%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	83%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Vineland Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

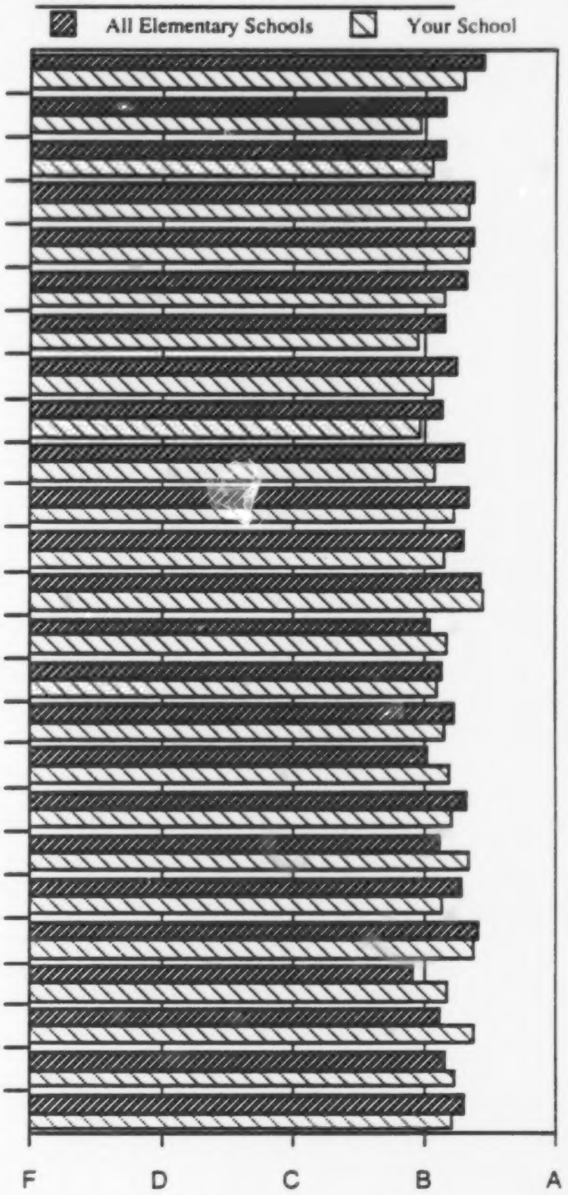
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	719
Estimated percentage of parents represented (± 5%)	61%
Of the parents responding	
the percent female	87%
the percent male	13%
the percent White, Non-Hispanic	62%
the percent Hispanic	24%
the percent Black, Non-Hispanic	12%
Percent of parents who attended two or more activities at the school during the year	86%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	84%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Mae Walters Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

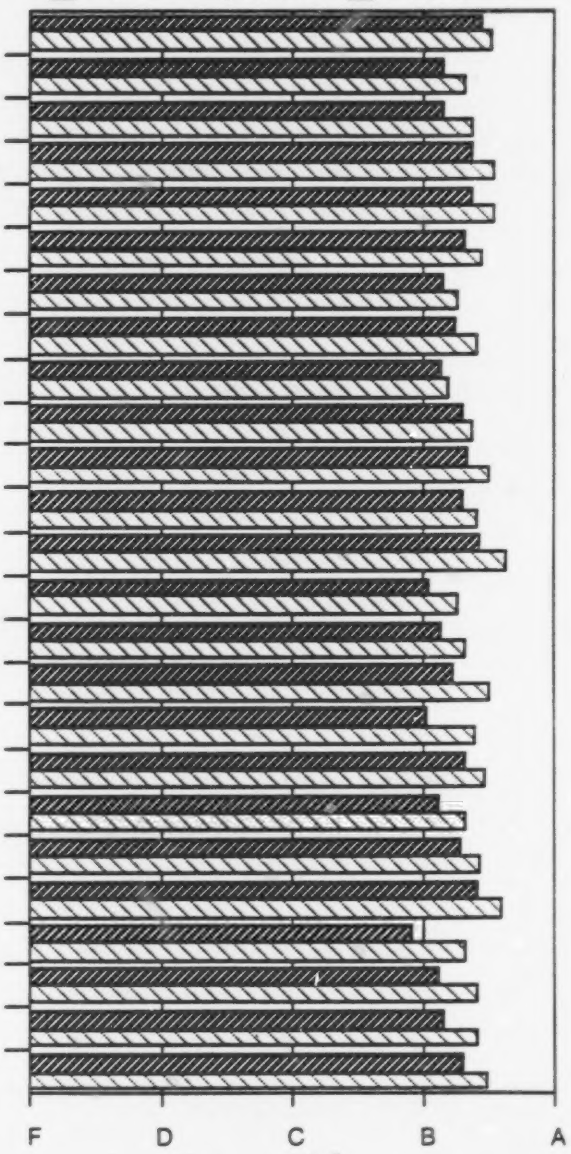
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	932
Estimated percentage of parents represented (± 5%)	73%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	6%
the percent Hispanic	92%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	73%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	84%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



West Homestead Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

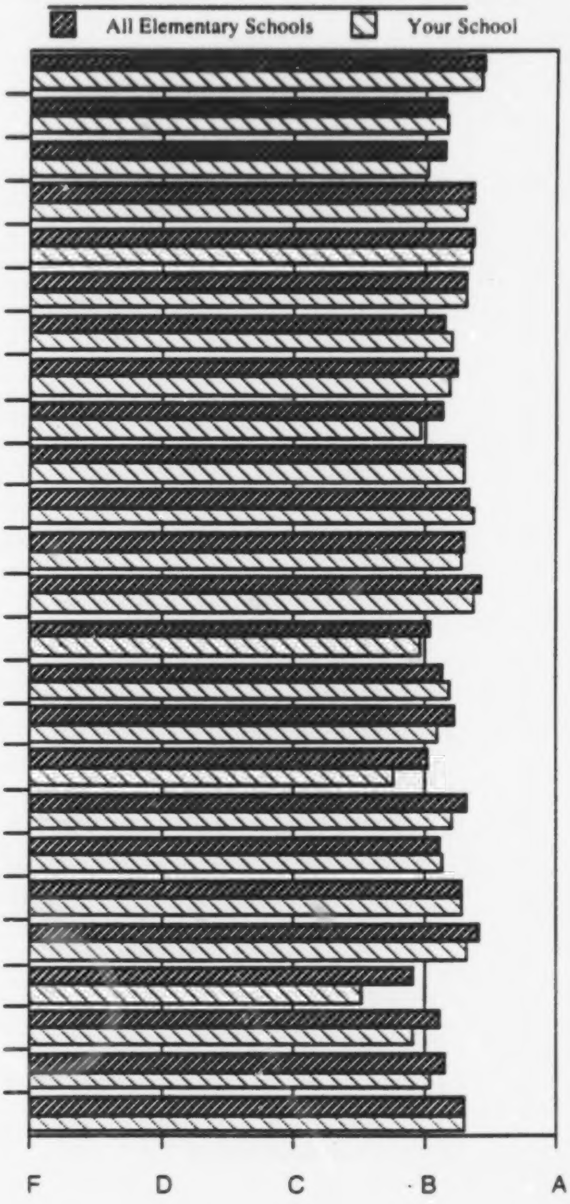
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1031
Estimated percentage of parents represented (± 5%)	70%
Of the parents responding	
the percent female	84%
the percent male	16%
the percent White, Non-Hispanic	13%
the percent Hispanic	45%
the percent Black, Non-Hispanic	39%
Percent of parents who attended two or more activities at the school during the year	52%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	64%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



West Laboratory Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

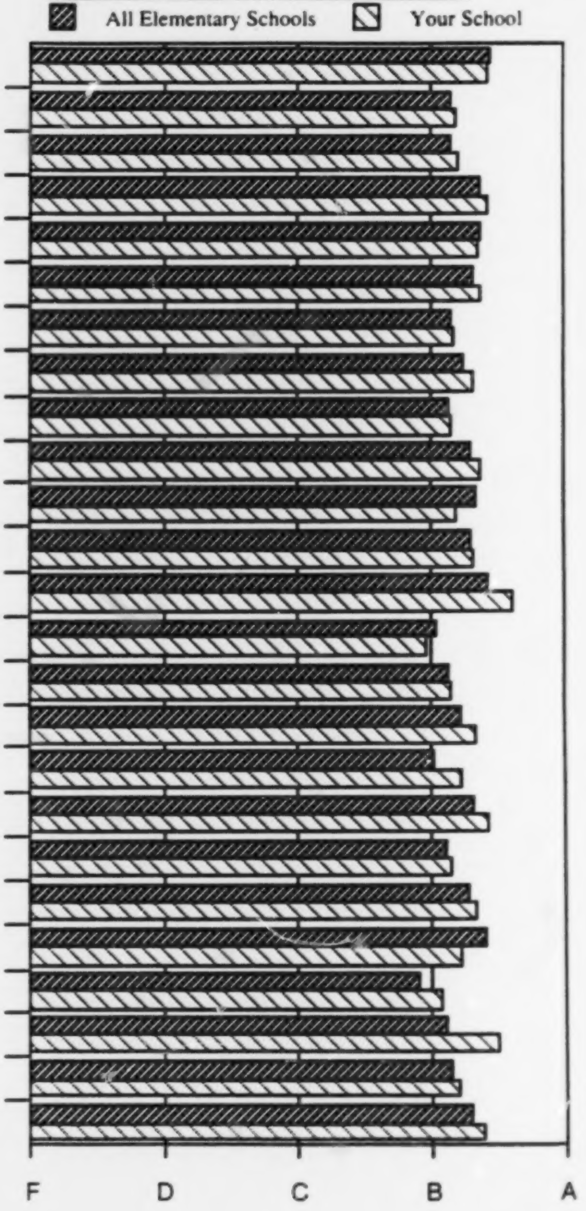
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	424
Estimated percentage of parents represented (± 5%)	62%
Of the parents responding	
the percent female	86%
the percent male	14%
the percent White, Non-Hispanic	56%
the percent Hispanic	18%
the percent Black, Non-Hispanic	26%
Percent of parents who attended two or more activities at the school during the year	86%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	89%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



West Little River Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

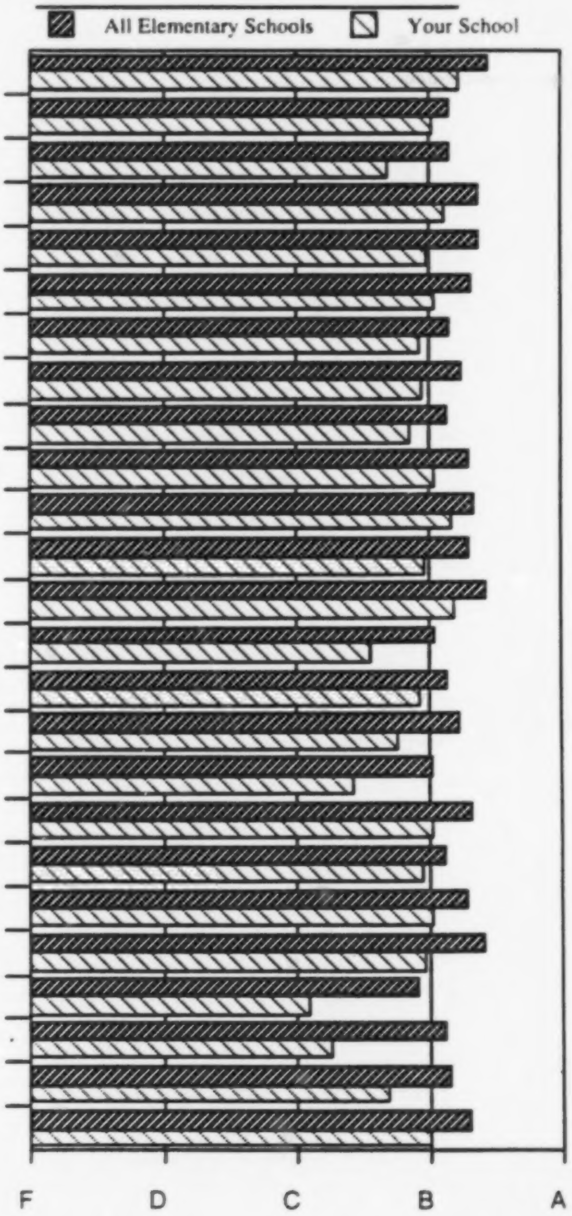
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	723
Estimated percentage of parents represented (± 5%)	74%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	2%
the percent Hispanic	26%
the percent Black, Non-Hispanic	72%
Percent of parents who attended two or more activities at the school during the year	52%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	72%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Westview Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

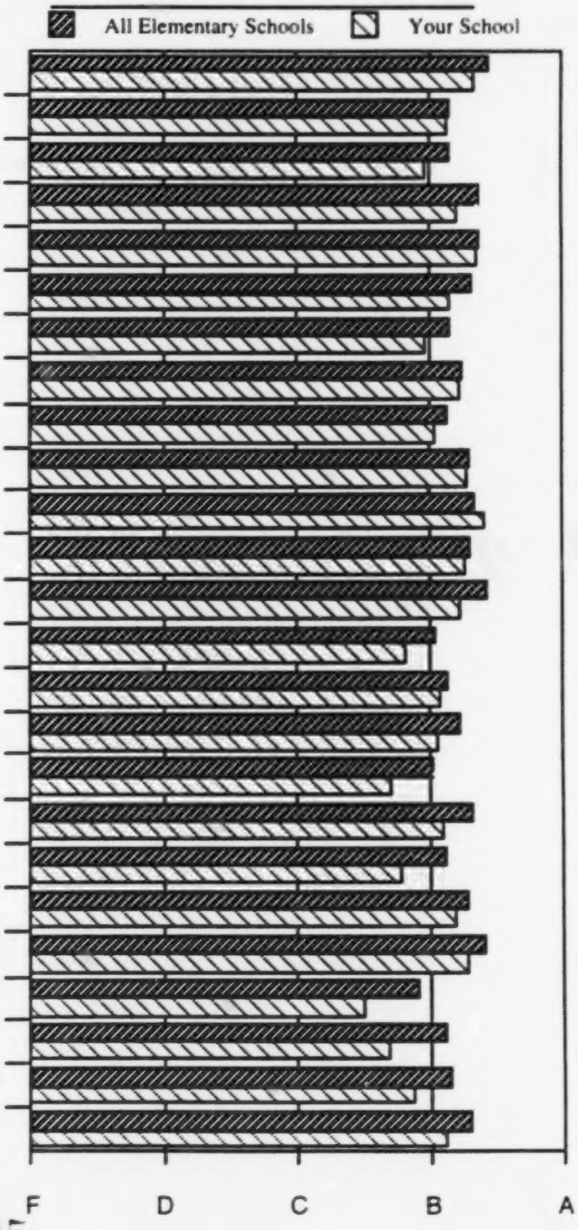
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	841
Estimated percentage of parents represented (± 5%)	35%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	3%
the percent Hispanic	11%
the percent Black, Non-Hispanic	84%
Percent of parents who attended two or more activities at the school during the year	63%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	71%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Phillis Wheatley Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

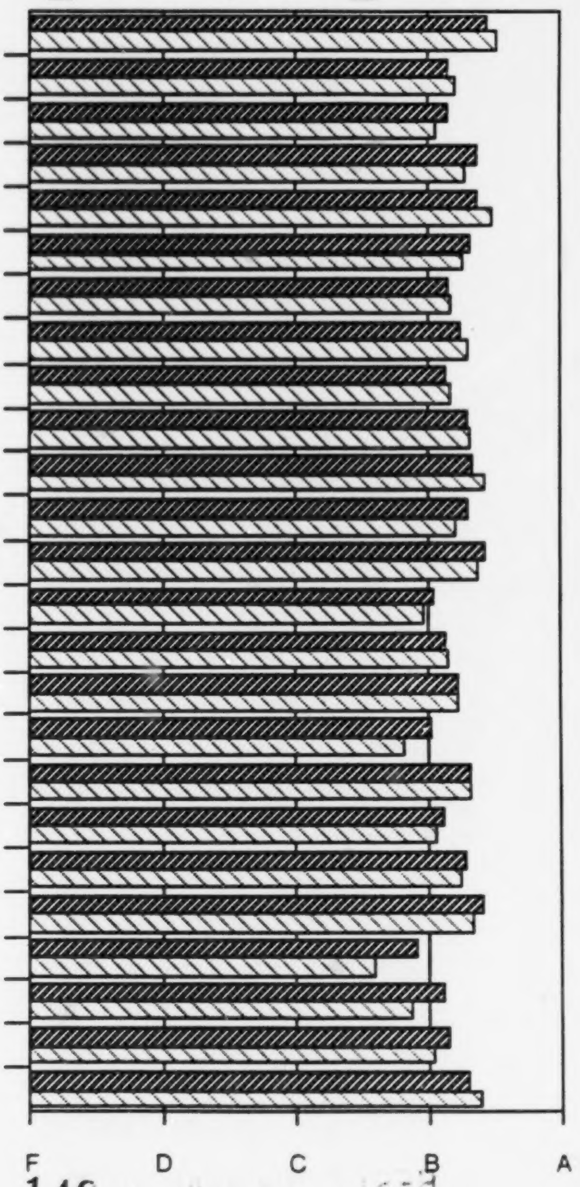
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	940
Estimated percentage of parents represented (± 5%)	44%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	2%
the percent Hispanic	29%
the percent Black, Non-Hispanic	69%
Percent of parents who attended two or more activities at the school during the year	51%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Whispering Pines Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

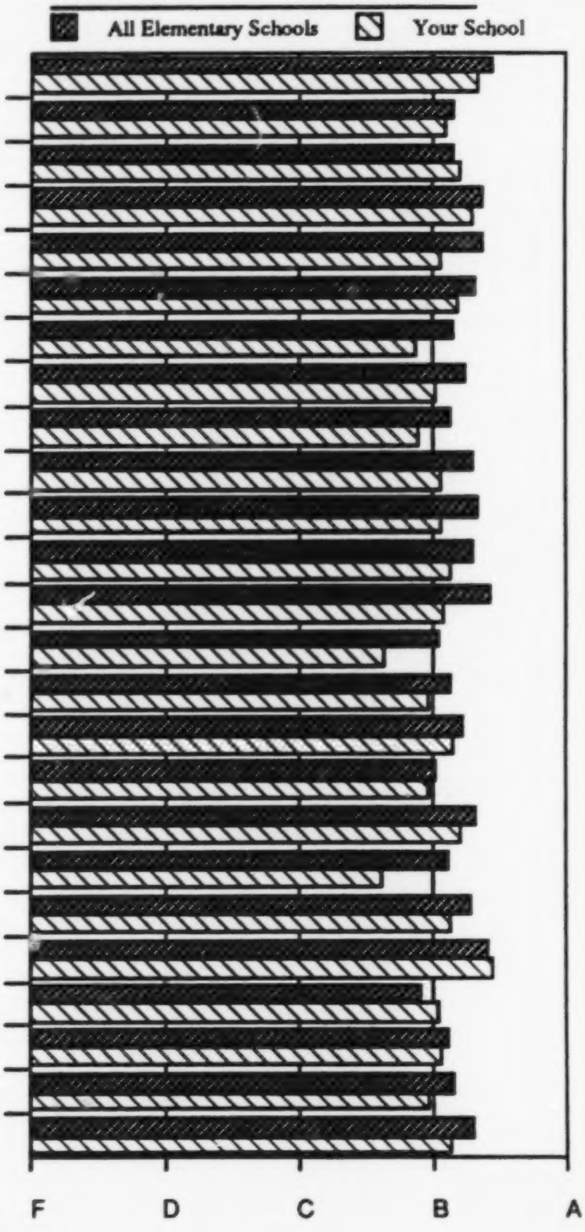
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	676
Estimated percentage of parents represented (± 5%)	80%
Of the parents responding	
the percent female	83%
the percent male	17%
the percent White, Non-Hispanic	66%
the percent Hispanic	20%
the percent Black, Non-Hispanic	10%
Percent of parents who attended two or more activities at the school during the year	76%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	82%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Winston Park Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

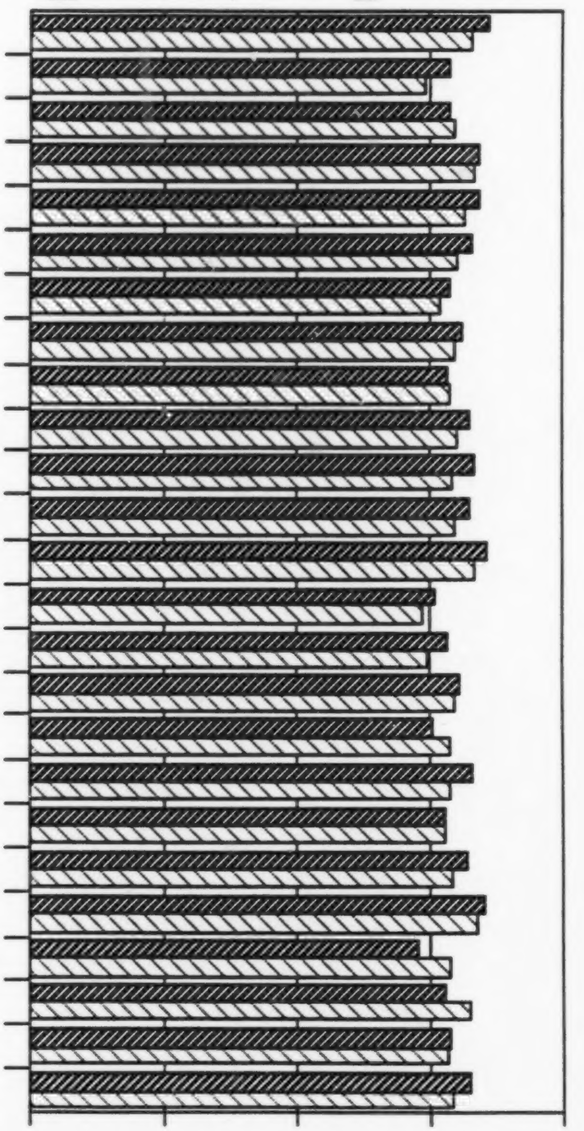
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1138
Estimated percentage of parents represented (± 5%)	91%
Of the parents responding	
the percent female	81%
the percent male	19%
the percent White, Non-Hispanic	25%
the percent Hispanic	68%
the percent Black, Non-Hispanic	4%
Percent of parents who attended two or more activities at the school during the year	74%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	79%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Nathan Young Elementary School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

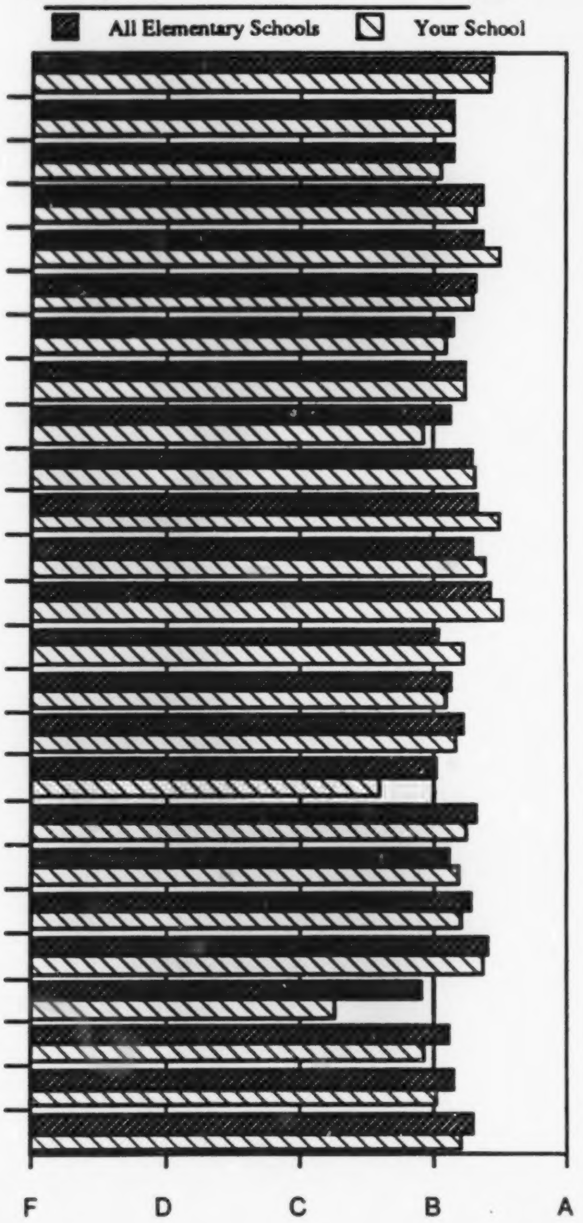
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	640
Estimated percentage of parents represented (± 5%)	42%
Of the parents responding	
the percent female	91%
the percent male	9%
the percent White, Non-Hispanic	1%
the percent Hispanic	3%
the percent Black, Non-Hispanic	95%
Percent of parents who attended two or more activities at the school during the year	61%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	82%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Arvida Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

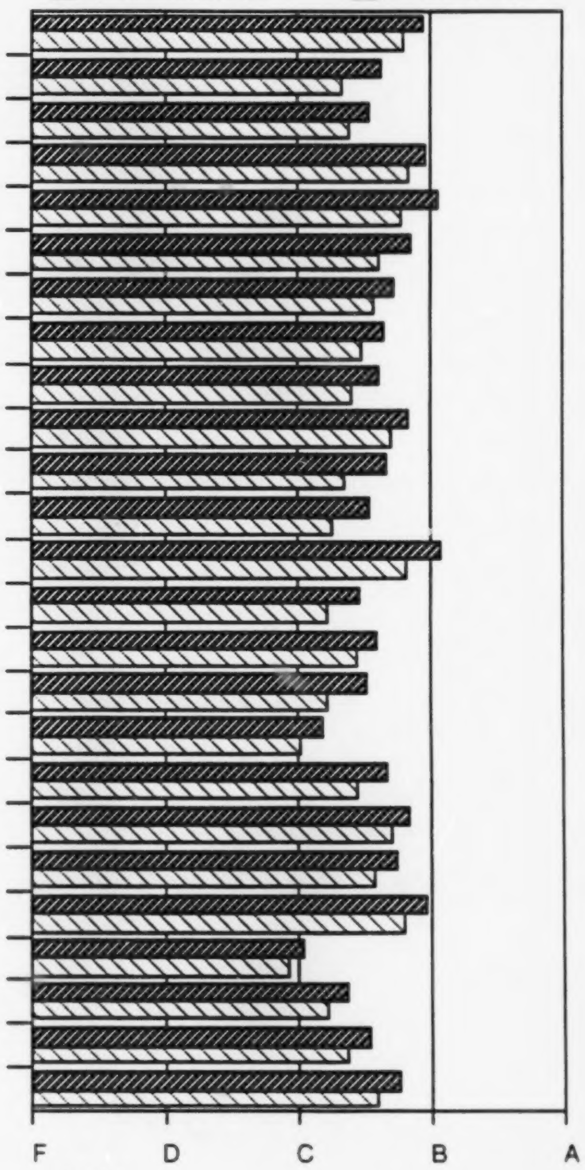
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1512
Estimated percentage of parents represented (± 5%)	74%
Of the parents responding	
the percent female	74%
the percent male	26%
the percent White, Non-Hispanic	47%
the percent Hispanic	35%
the percent Black, Non-Hispanic	16%
Percent of parents who attended two or more activities at the school during the year	48%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	49%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



150

Charles R. Drew Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

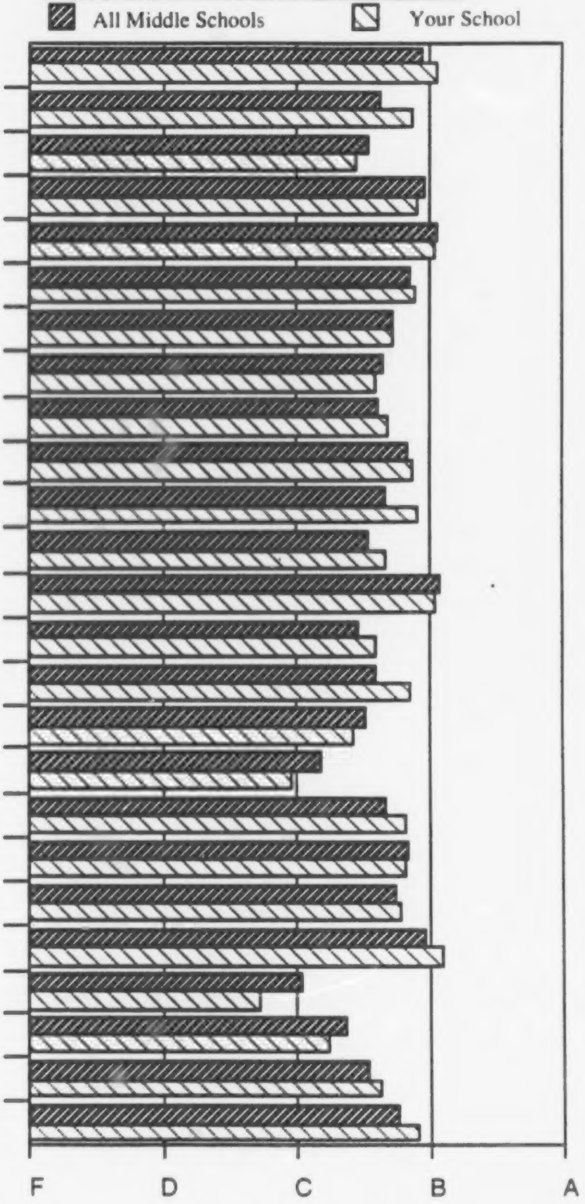
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	889
Estimated percentage of parents represented (± 5%)	51%
Of the parents responding	
the percent female	85%
the percent male	15%
the percent White, Non-Hispanic	1%
the percent Hispanic	4%
the percent Black, Non-Hispanic	94%
Percent of parents who attended two or more activities at the school during the year	44%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	68%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Glades Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

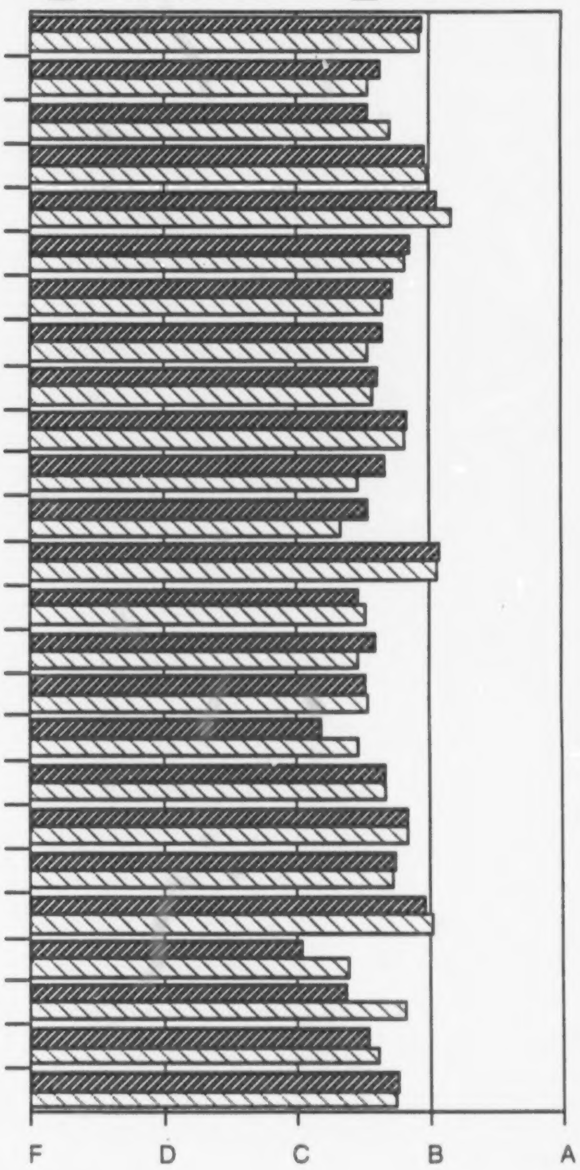
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1472
Estimated percentage of parents represented (± 5%)	95%
Of the parents responding	
the percent female	77%
the percent male	23%
the percent White, Non-Hispanic	33%
the percent Hispanic	60%
the percent Black, Non-Hispanic	3%
Percent of parents who attended two or more activities at the school during the year	51%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	52%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Highland Oaks Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

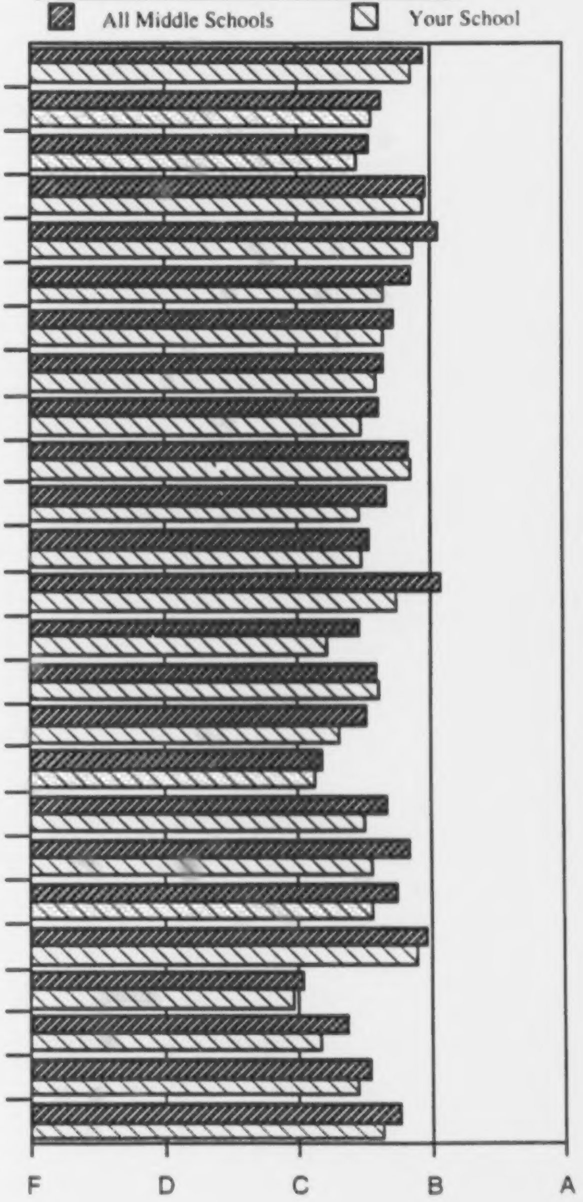
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1571
Estimated percentage of parents represented (± 5%)	51%
Of the parents responding	
the percent female	82%
the percent male	18%
the percent White, Non-Hispanic	55%
the percent Hispanic	20%
the percent Black, Non-Hispanic	20%
Percent of parents who attended two or more activities at the school during the year	47%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	56%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Lake Stevens Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

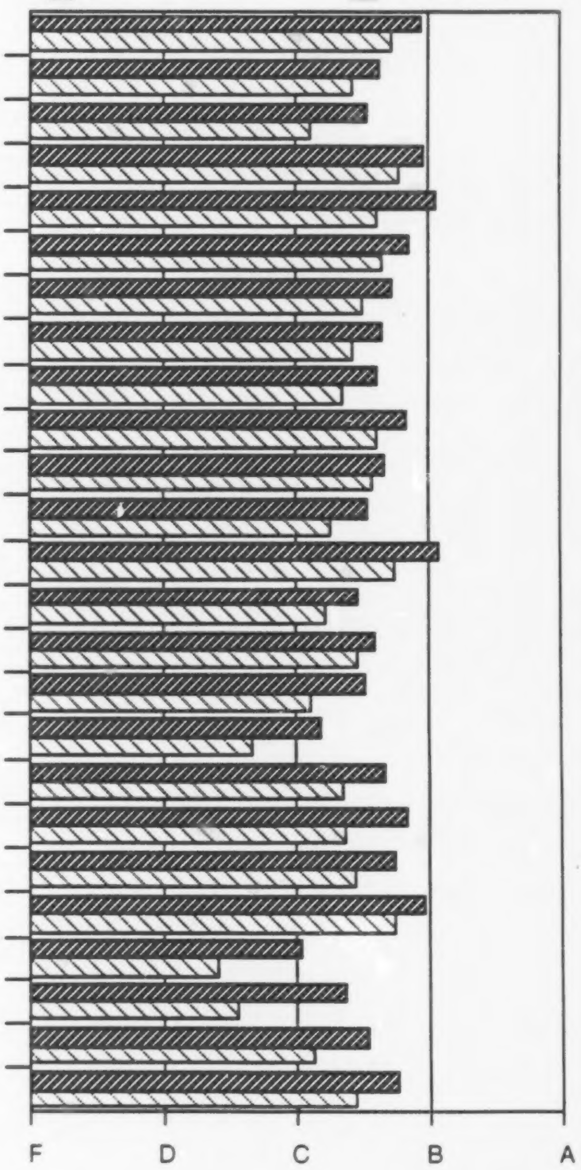
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1474
Estimated percentage of parents represented (± 5%)	40%
Of the parents responding	
the percent female	80%
the percent male	20%
the percent White, Non-Hispanic	7%
the percent Hispanic	47%
the percent Black, Non-Hispanic	45%
Percent of parents who attended two or more activities at the school during the year	45%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	56%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Jose Marti Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

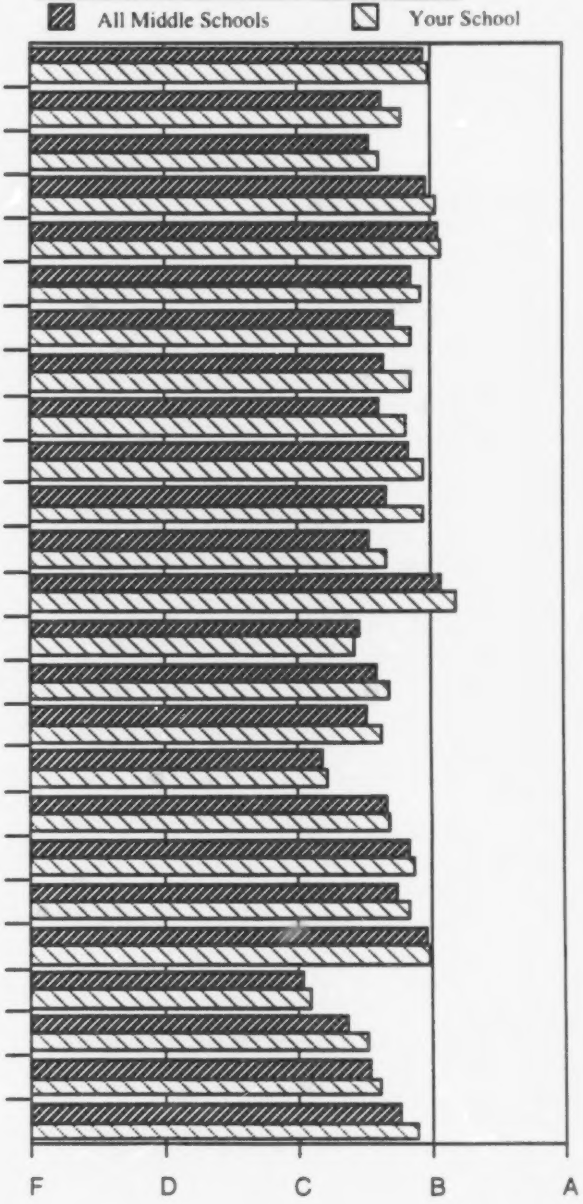
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1742
Estimated percentage of parents represented (± 5%)	53%
Of the parents responding	
the percent female	76%
the percent male	24%
the percent White, Non-Hispanic	4%
the percent Hispanic	93%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	37%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	49%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



H. D. McMillan Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

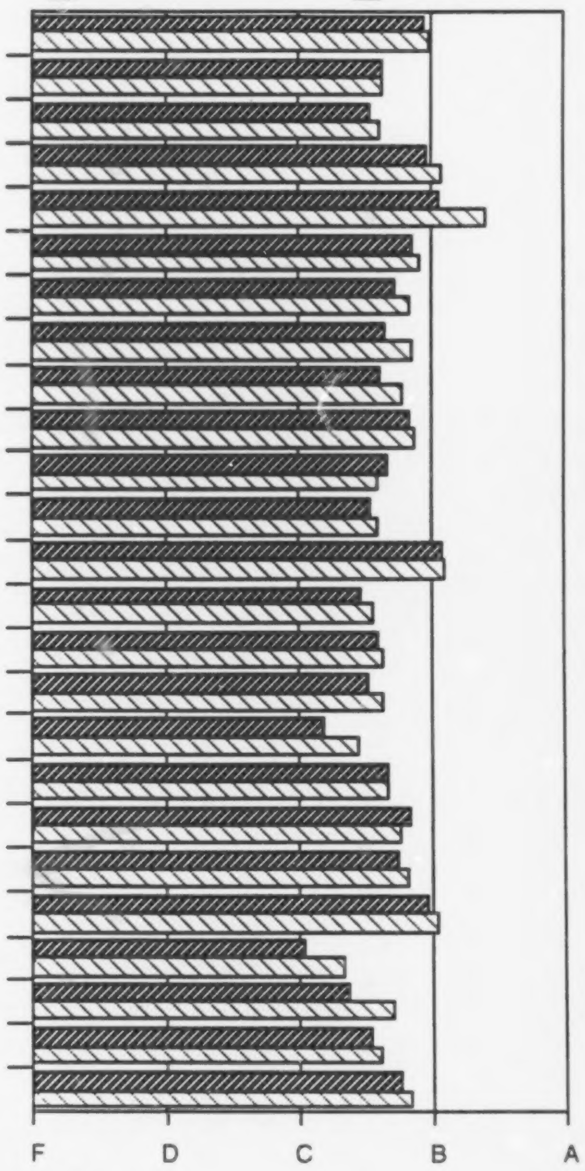
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	2045
Estimated percentage of parents represented (± 5%)	46%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	17%
the percent Hispanic	76%
the percent Black, Non-Hispanic	3%
Percent of parents who attended two or more activities at the school during the year	49%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	52%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Miami Edison Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

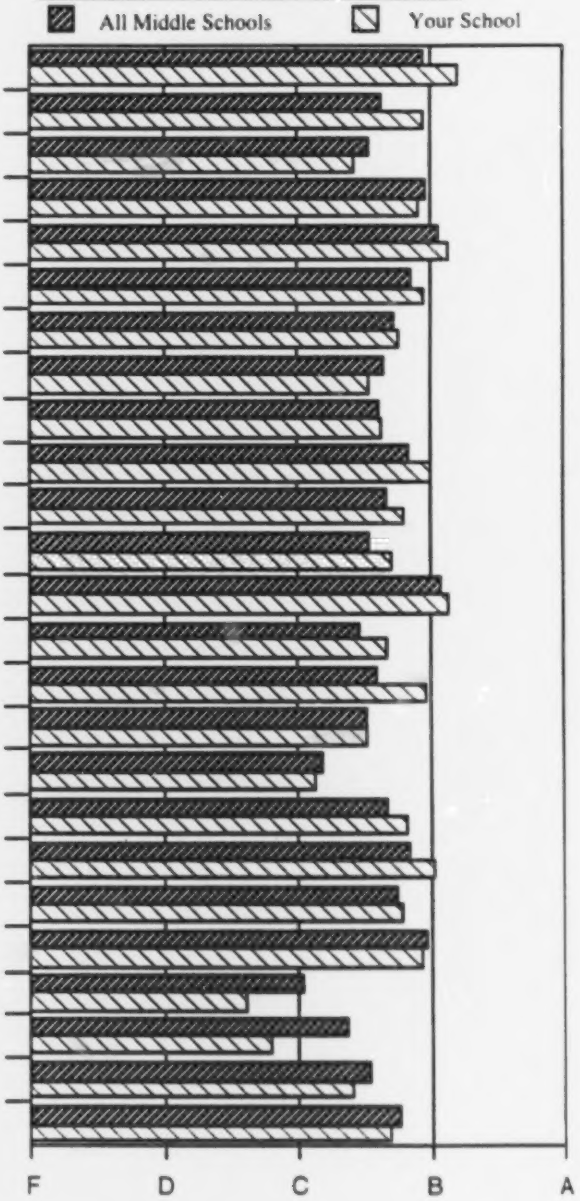
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1096
Estimated percentage of parents represented (± 5%)	23%
Of the parents responding	
the percent female	65%
the percent male	35%
the percent White, Non-Hispanic	2%
the percent Hispanic	12%
the percent Black, Non-Hispanic	82%
Percent of parents who attended two or more activities at the school during the year	34%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	42%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



North Miami Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

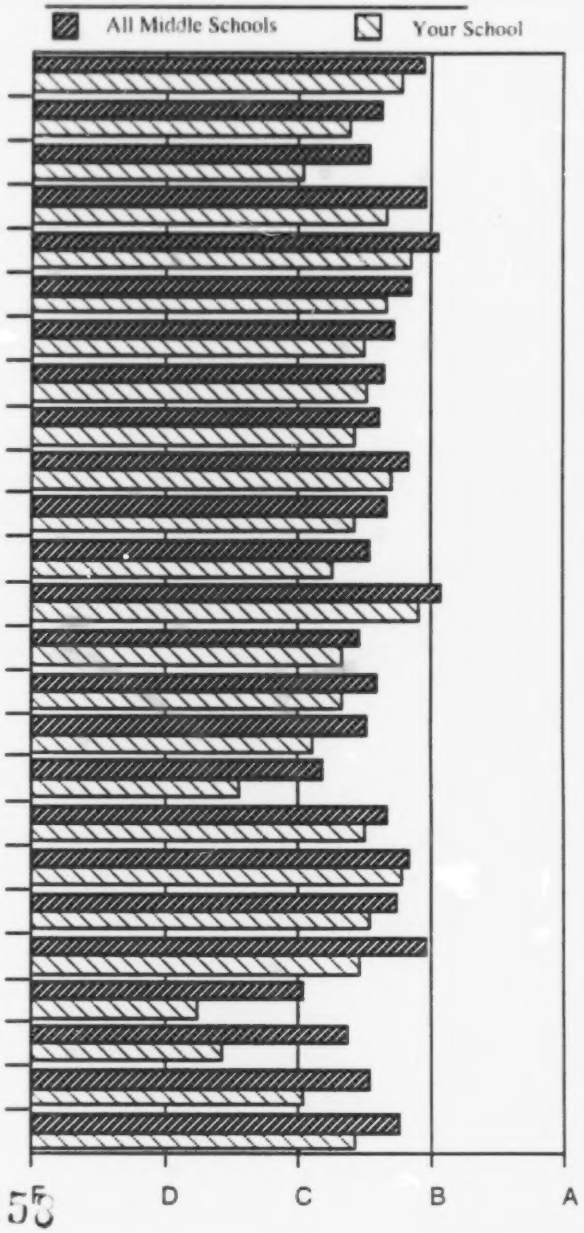
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1428
Estimated percentage of parents represented (± 5%)	38%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	9%
the percent Hispanic	27%
the percent Black, Non-Hispanic	58%
Percent of parents who attended two or more activities at the school during the year	28%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	44%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Palm Springs Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

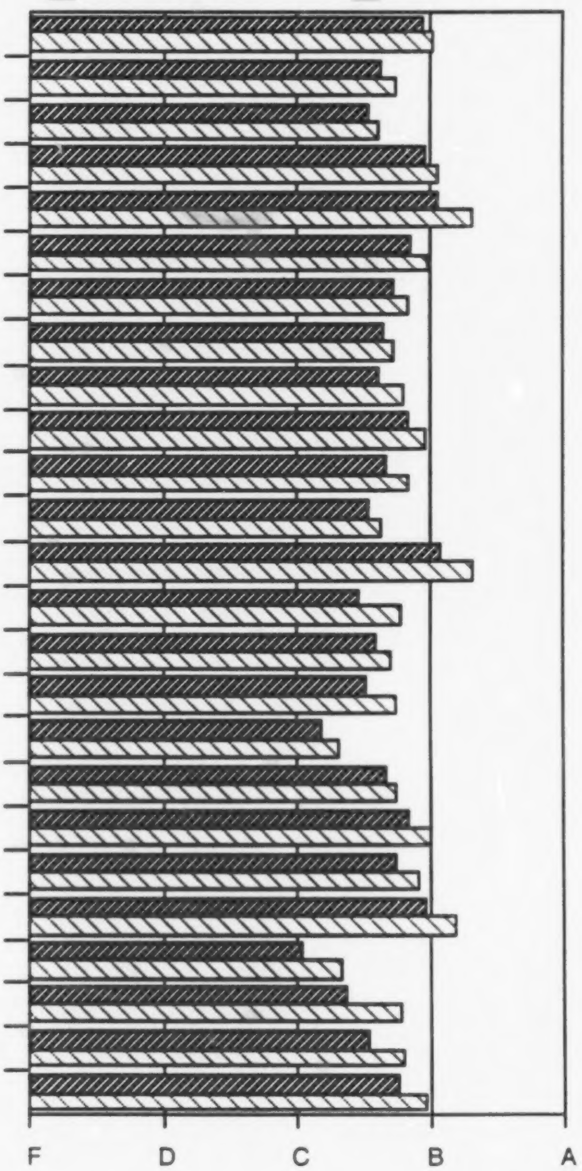
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1510
Estimated percentage of parents represented (± 5%)	57%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	7%
the percent Hispanic	91%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	54%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	55%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Ponce de Leon Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

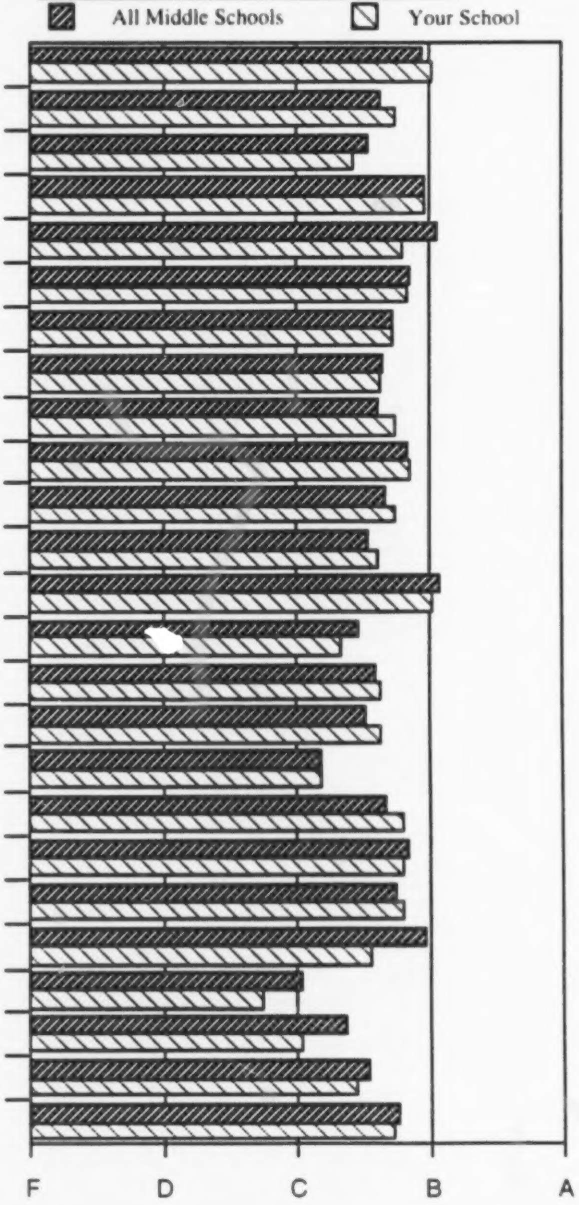
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1235
Estimated percentage of parents represented (± 5%)	36%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	23%
the percent Hispanic	62%
the percent Black, Non-Hispanic	13%
Percent of parents who attended two or more activities at the school during the year	40%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	52%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Redland Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

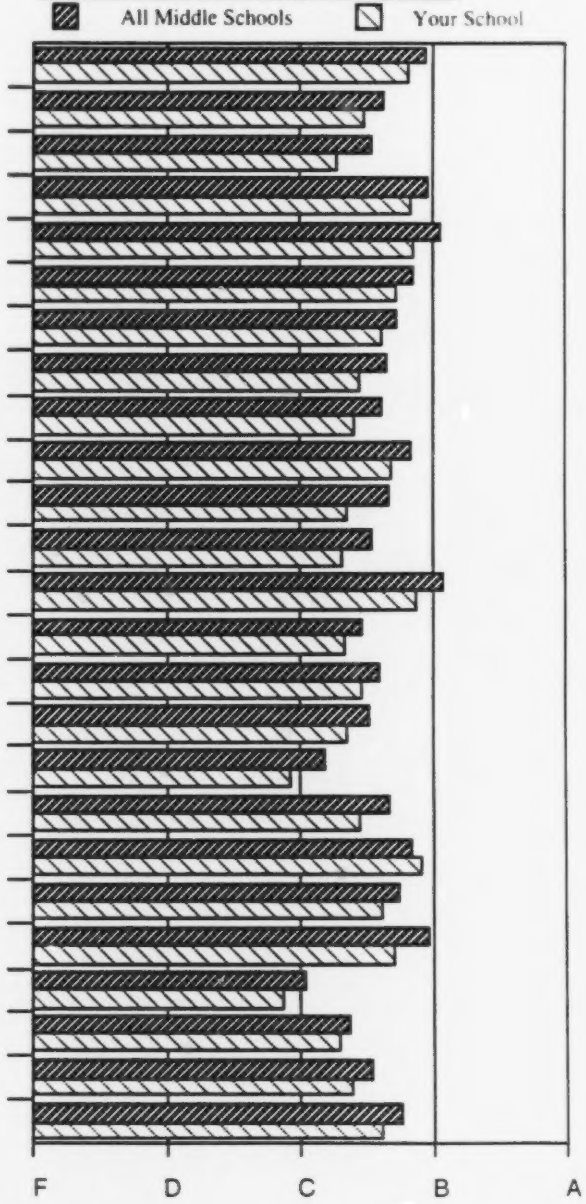
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	855
Estimated percentage of parents represented (± 5%)	71%
Of the parents responding	
the percent female	77%
the percent male	23%
the percent White, Non-Hispanic	45%
the percent Hispanic	36%
the percent Black, Non-Hispanic	16%
Percent of parents who attended two or more activities at the school during the year	46%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	49%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Richmond Heights Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

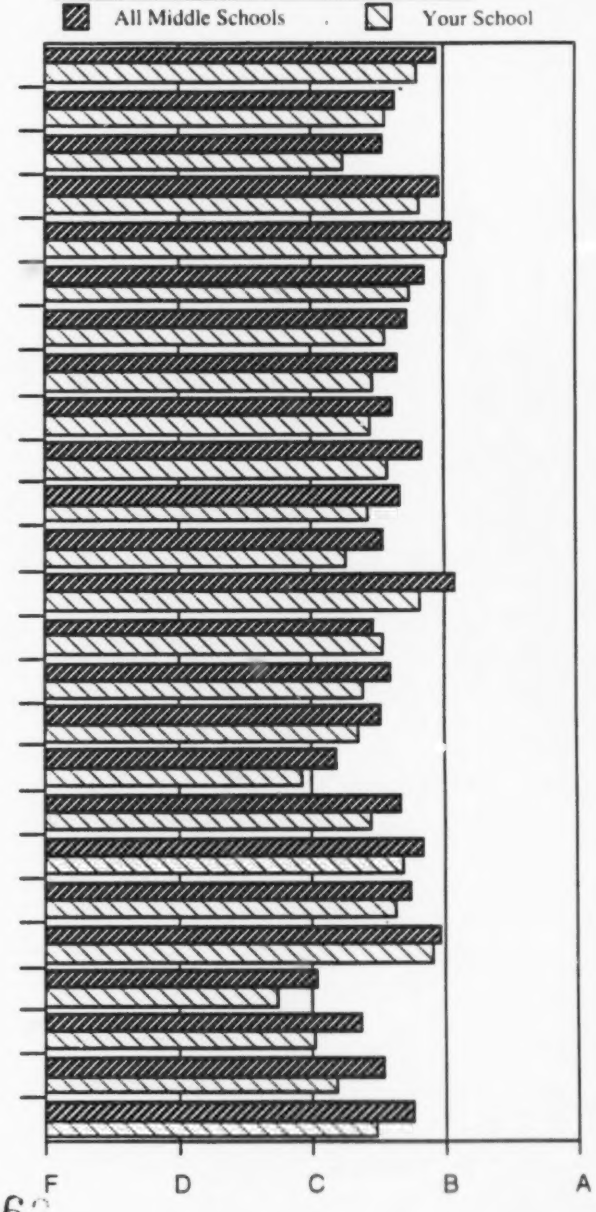
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	966
Estimated percentage of parents represented (± 5%)	37%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	19%
the percent Hispanic	28%
the percent Black, Non-Hispanic	48%
Percent of parents who attended two or more activities at the school during the year	49%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	49%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Rockway Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

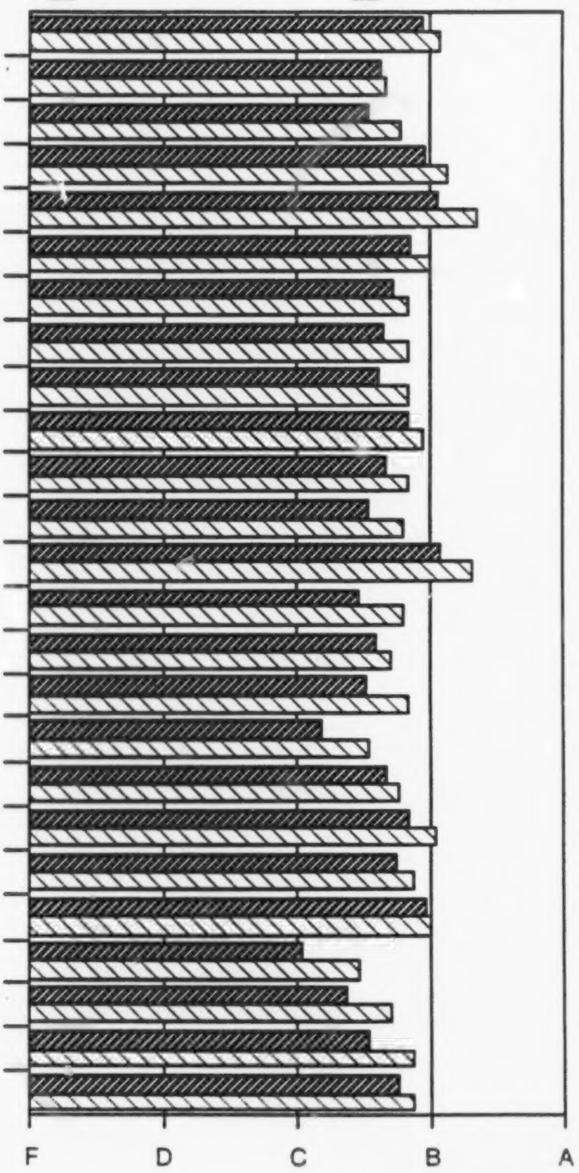
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1050
Estimated percentage of parents represented (± 5%)	68%
Of the parents responding	
the percent female	78%
the percent male	22%
the percent White, Non-Hispanic	10%
the percent Hispanic	88%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	58%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	55%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Booker T. Washington Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1484
Estimated percentage of parents represented (± 5%)	38%
Of the parents responding	
the percent female	73%
the percent male	27%
the percent White, Non-Hispanic	2%
the percent Hispanic	65%
the percent Black, Non-Hispanic	32%
Percent of parents who attended two or more activities at the school during the year	31%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	47%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
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11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
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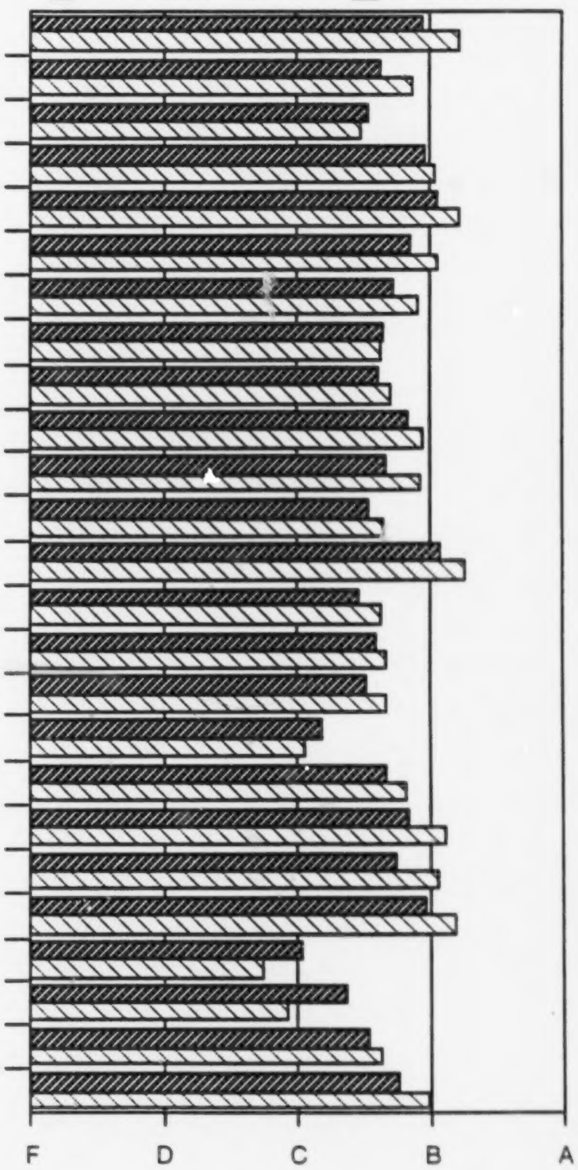
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



West Miami Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

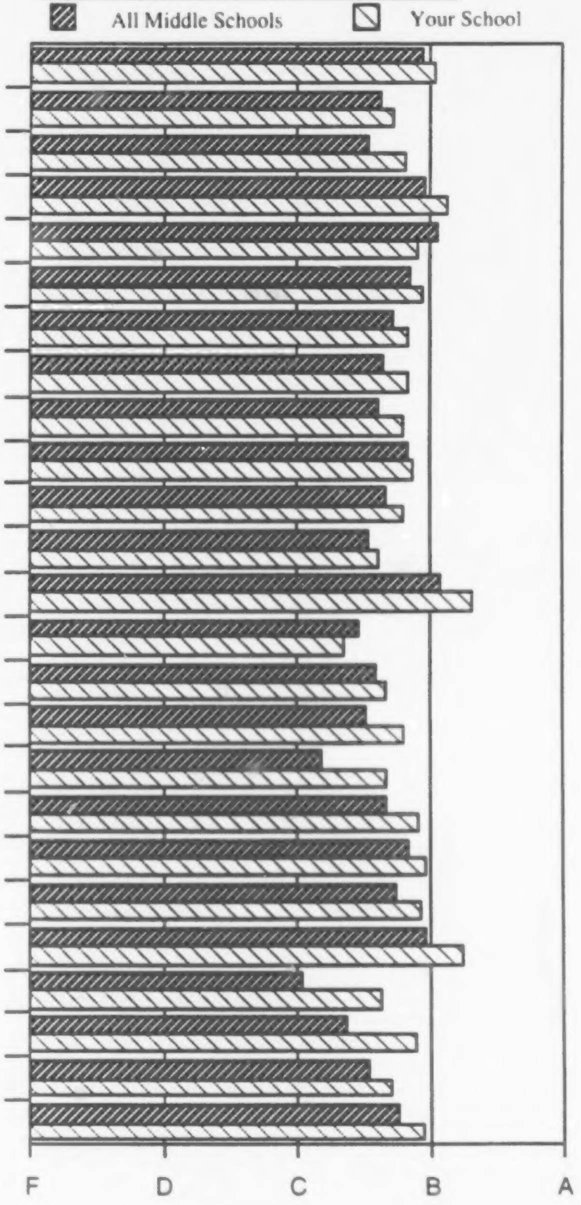
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1262
Estimated percentage of parents represented (± 5%)	56%
Of the parents responding	
the percent female	80%
the percent male	20%
the percent White, Non-Hispanic	8%
the percent Hispanic	91%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	43%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	48%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Westview Middle School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

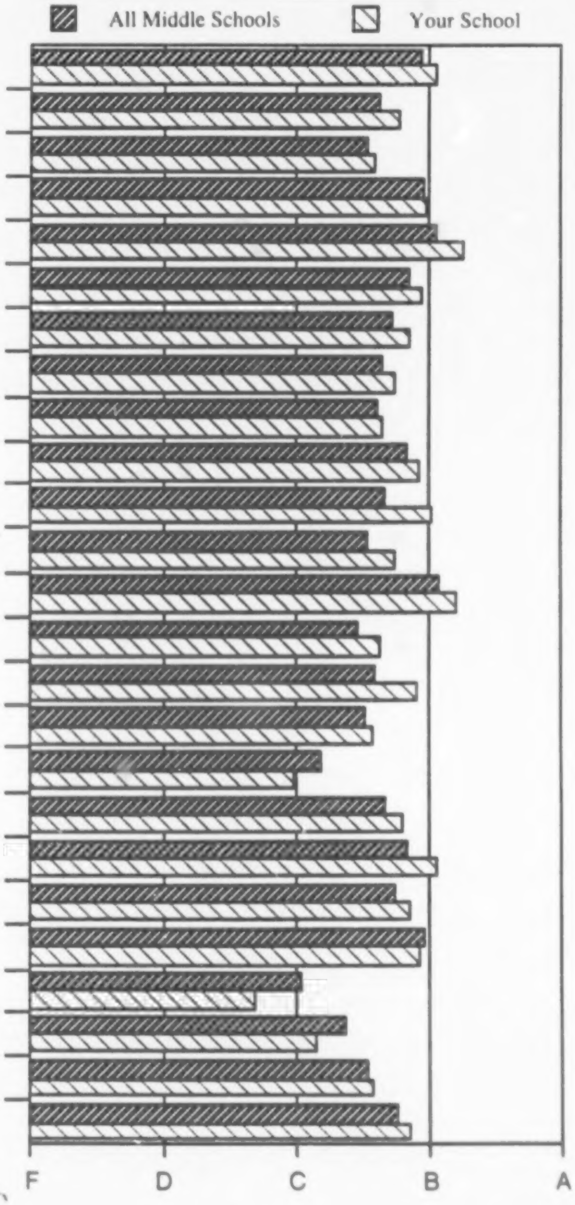
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1247
Estimated percentage of parents represented (± 5%)	27%
Of the parents responding	
the percent female	74%
the percent male	26%
the percent White, Non-Hispanic	1%
the percent Hispanic	21%
the percent Black, Non-Hispanic	76%
Percent of parents who attended two or more activities at the school during the year	48%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	53%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



Hialeah-Miami Lakes Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

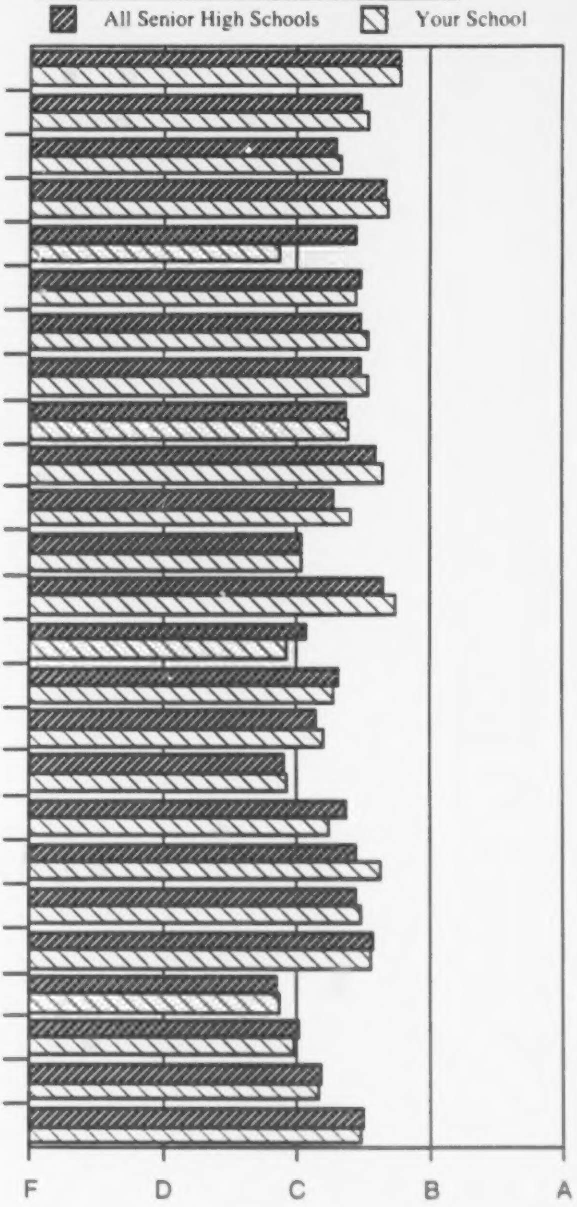
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	2947
Estimated percentage of parents represented (± 5%)	39%
Of the parents responding	
the percent female	72%
the percent male	28%
the percent White, Non-Hispanic	10%
the percent Hispanic	75%
the percent Black, Non-Hispanic	13%
Percent of parents who attended two or more activities at the school during the year	33%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	38%

Survey Items

1. **Teachers give students in their classes the opportunity to learn.**
2. **Teachers are available to students who need help with their school work.**
3. **Classroom discipline is enforced in a fair and consistent manner.**
4. **Most of the school day is spent in activities related to learning.**
5. **The principal cares about the students.**
6. **Students learn things that are important to their daily lives.**
7. **School work is matched to student's abilities.**
8. **Meaningful homework is assigned on a frequent basis.**
9. **Students are given feedback about their homework.**
10. **Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).**
11. **Teachers let parents know about their child's progress (or lack of progress).**
12. **Teachers let parents know that homework is important.**
13. **Parents are treated with respect when they contact the school either by phone or in person.**
14. **The principal communicates with parents in writing or in person.**
15. **Teachers tell parents what they expect from students.**
16. **Teachers treat students with respect.**
17. **Students treat teachers with respect.**
18. **Teachers know their students as individuals.**
19. **School counselors are concerned about and try to help students with personal problems.**
20. **Teachers communicate the idea that all students can and will learn.**
21. **Student achievement is recognized at this school by awards, praise, certificates, etc.**
22. **Students are well-behaved in this school.**
23. **This school is a safe and secure place.**
24. **This school clearly communicates its main purpose to parents.**
25. **This school is effective in helping students learn and achieve.**

Average Grade Assigned by All Parents



MAST Academy School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

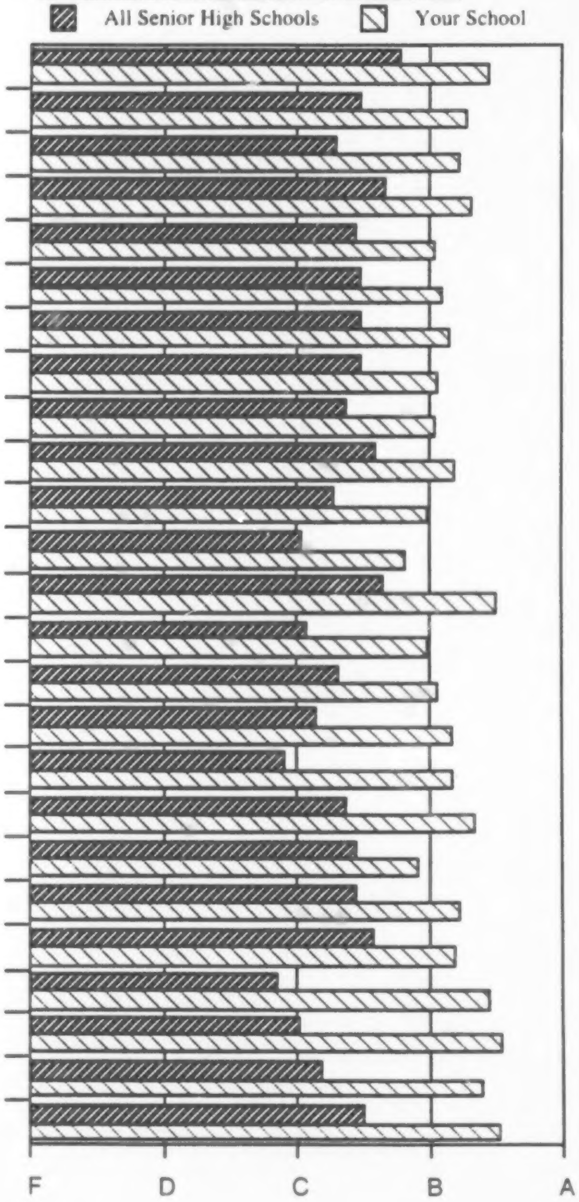
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	406
Estimated percentage of parents represented (± 5%)	68%
Of the parents responding	
the percent female	74%
the percent male	26%
the percent White, Non-Hispanic	37%
the percent Hispanic	36%
the percent Black, Non-Hispanic	25%
Percent of parents who attended two or more activities at the school during the year	71%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	56%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Miami Central Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

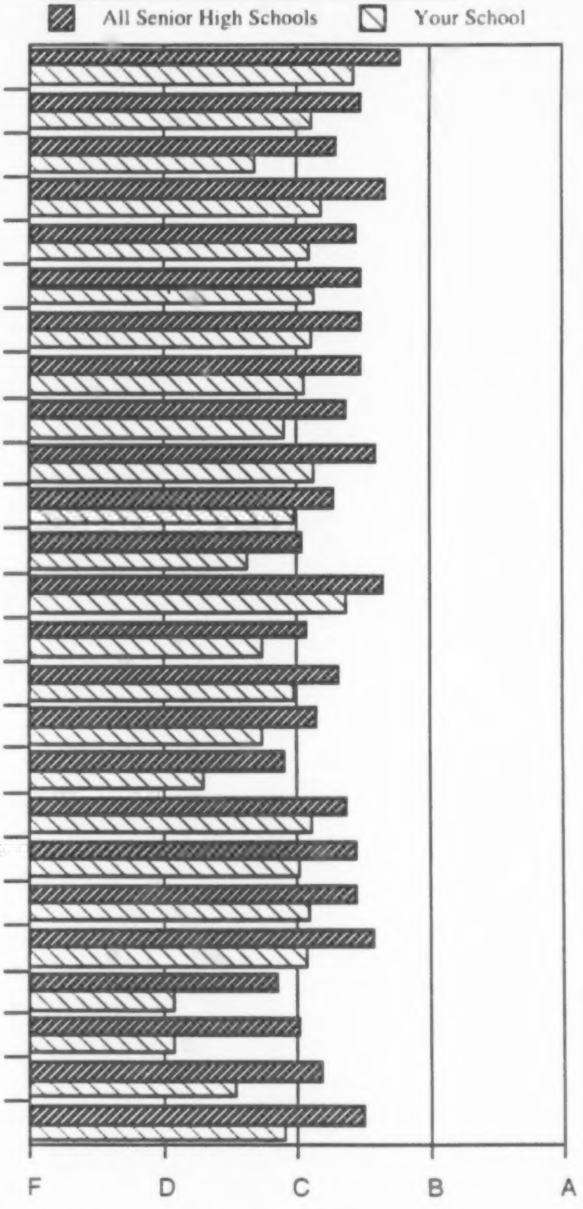
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	2715
Estimated percentage of parents represented (± 5%)	43%
Of the parents responding	
the percent female	71%
the percent male	29%
the percent White, Non-Hispanic	1%
the percent Hispanic	18%
the percent Black, Non-Hispanic	80%
Percent of parents who attended two or more	3344
activities at the school during the year	56%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Miami Killian Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

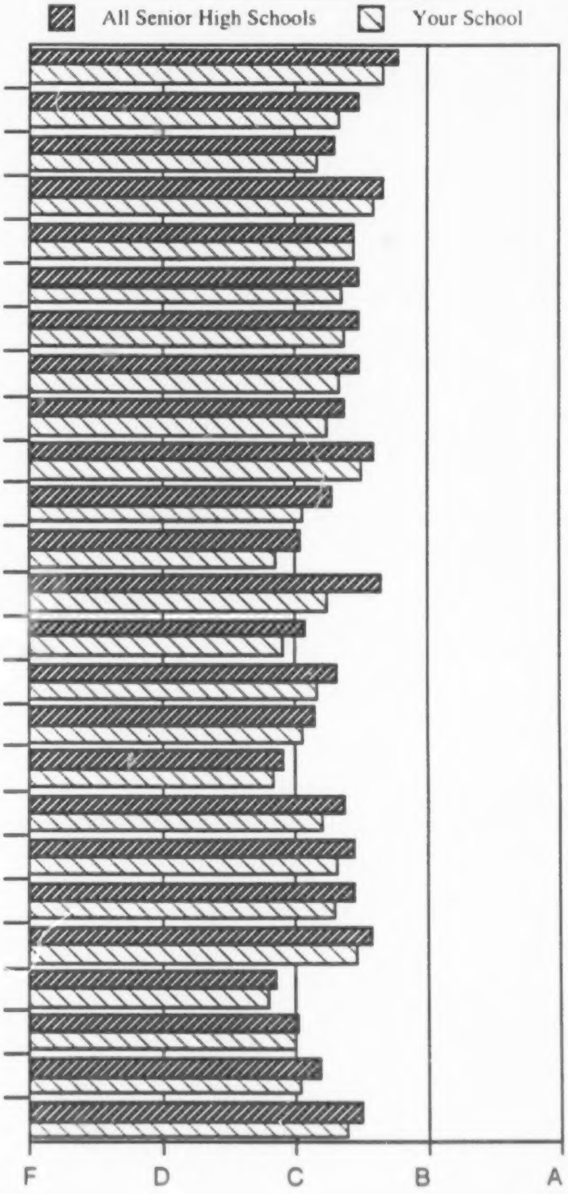
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	3055
Estimated percentage of parents represented (± 5%)	45%
Of the parents responding	
the percent female	73%
the percent male	27%
the percent White, Non-Hispanic	41%
the percent Hispanic	38%
the percent Black, Non-Hispanic	16%
Percent of parents who attended two or more activities at the school during the year	37%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	37%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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Miami Northwestern Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

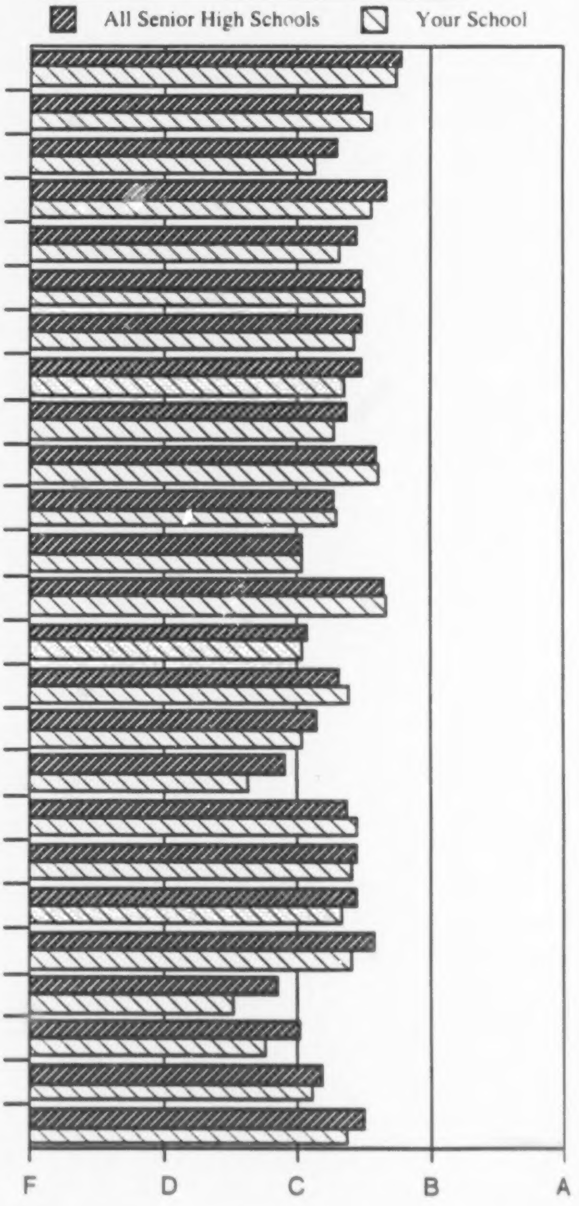
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	1958
Estimated percentage of parents represented (± 5%)	47%
Of the parents responding	
the percent female	79%
the percent male	21%
the percent White, Non-Hispanic	2%
the percent Hispanic	8%
the percent Black, Non-Hispanic	89%
Percent of parents who attended two or more activities at the school during the year	41%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	53%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Miami Senior High School

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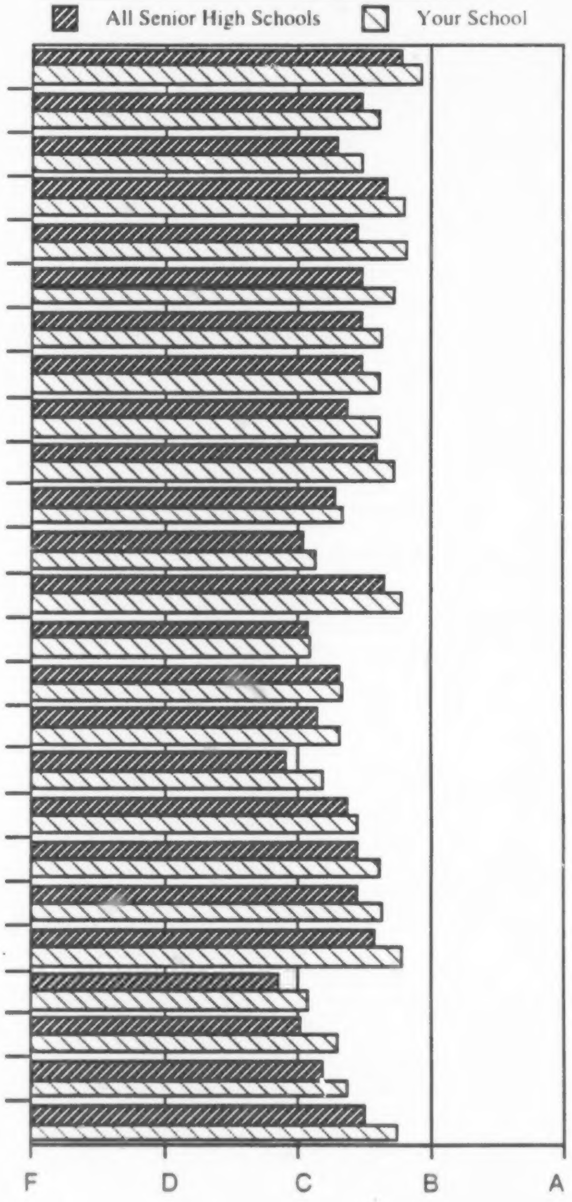
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	3334
Estimated percentage of parents represented (± 5%)	43%
Of the parents responding	
the percent female	69%
the percent male	31%
the percent White, Non-Hispanic	3%
the percent Hispanic	90%
the percent Black, Non-Hispanic	6%
Percent of parents who attended two or more activities at the school during the year	29%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	37%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Miami Southridge Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

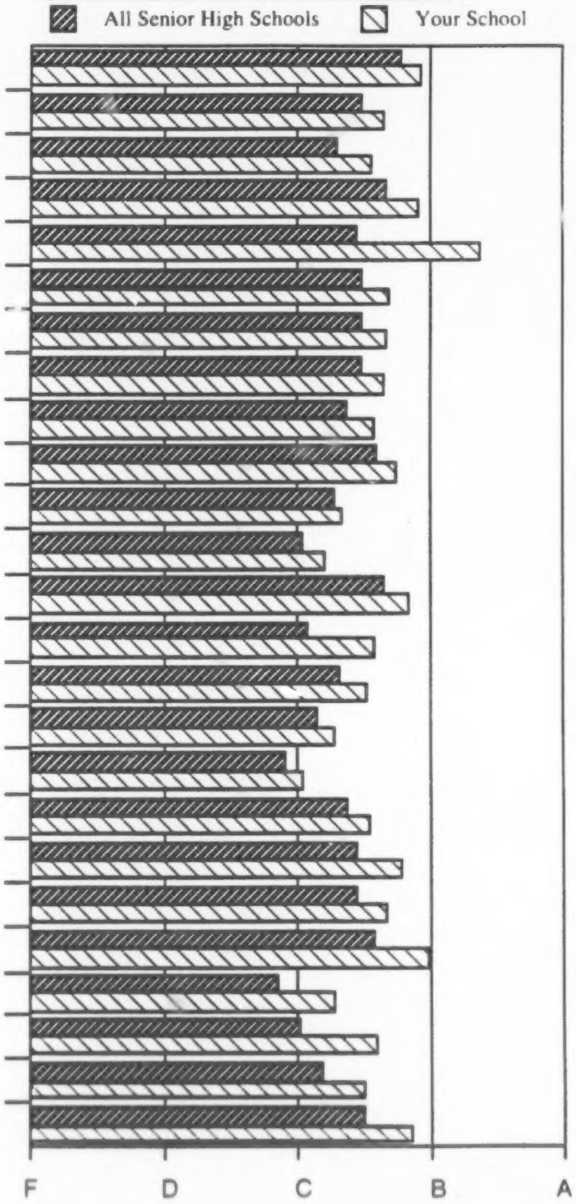
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	2450
Estimated percentage of parents represented (± 5%)	32%
Of the parents responding	
the percent female	73%
the percent male	27%
the percent White, Non-Hispanic	25%
the percent Hispanic	39%
the percent Black, Non-Hispanic	31%
Percent of parents who attended two or more activities at the school during the year	38%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	43%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



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North Miami Beach Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	2470
Estimated percentage of parents represented (± 5%)	43%
Of the parents responding	
the percent female	72%
the percent male	28%
the percent White, Non-Hispanic	36%
the percent Hispanic	24%
the percent Black, Non-Hispanic	33%
Percent of parents who attended two or more activities at the school during the year	29%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	38%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
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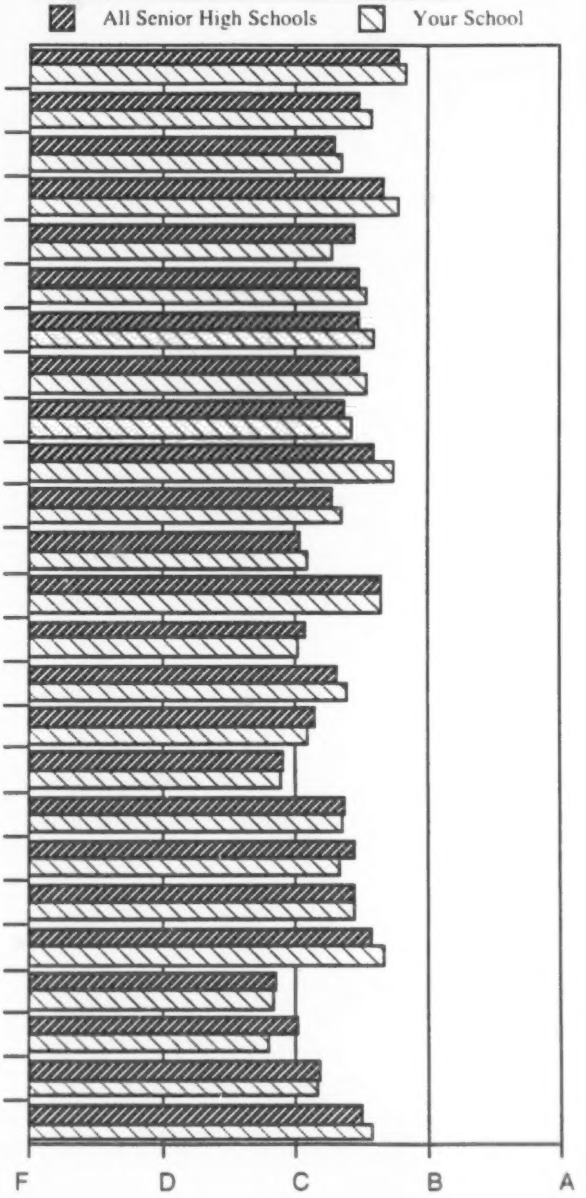
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



Southwest Miami Senior High School

This page contains the results from the 1992-93 administration of the School Report Card for your school. The results listed to the right tell about the parents who returned the survey. This information includes the number of parents who completed the survey, their gender, ethnic background, and degree of parent involvement.

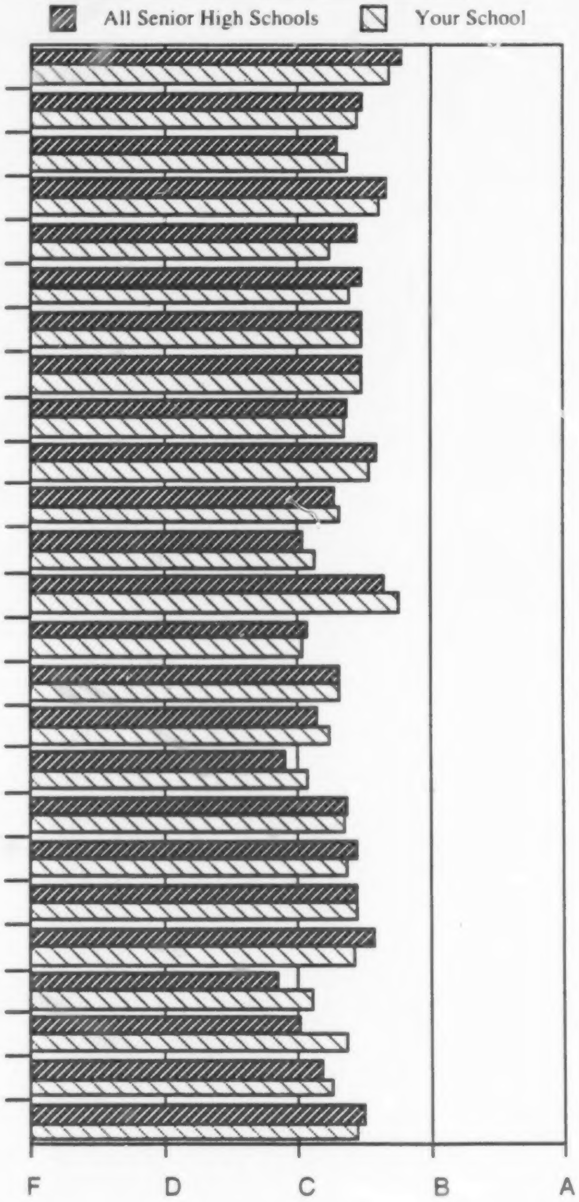
The survey asked parents to give A, B, C, D, or F grades to 25 areas which have been shown to be present in effective schools. The graph below presents the average grade assigned to each item by all parents. At the bottom of this page, number 25 gives an overall grade for the school.

Total number of surveys sent	2349
Estimated percentage of parents represented (± 5%)	43%
Of the parents responding	
the percent female	68%
the percent male	32%
the percent White, Non-Hispanic	14%
the percent Hispanic	82%
the percent Black, Non-Hispanic	1%
Percent of parents who attended two or more activities at the school during the year	29%
Percent of parents who discussed their child's progress two or more times with the teacher(s)	37%

Survey Items

1. Teachers give students in their classes the opportunity to learn.
2. Teachers are available to students who need help with their school work.
3. Classroom discipline is enforced in a fair and consistent manner.
4. Most of the school day is spent in activities related to learning.
5. The principal cares about the students.
6. Students learn things that are important to their daily lives.
7. School work is matched to student's abilities.
8. Meaningful homework is assigned on a frequent basis.
9. Students are given feedback about their homework.
10. Teachers use many different ways to keep track of how well students are doing in each subject area (tests, discussions, and homework).
11. Teachers let parents know about their child's progress (or lack of progress).
12. Teachers let parents know that homework is important.
13. Parents are treated with respect when they contact the school either by phone or in person.
14. The principal communicates with parents in writing or in person.
15. Teachers tell parents what they expect from students.
16. Teachers treat students with respect.
17. Students treat teachers with respect.
18. Teachers know their students as individuals.
19. School counselors are concerned about and try to help students with personal problems.
20. Teachers communicate the idea that all students can and will learn.
21. Student achievement is recognized at this school by awards, praise, certificates, etc.
22. Students are well-behaved in this school.
23. This school is a safe and secure place.
24. This school clearly communicates its main purpose to parents.
25. This school is effective in helping students learn and achieve.

Average Grade Assigned by All Parents



The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - Section 228.2001, F.S., prohibits discrimination on the basis of race, sex, national origin, marital status, or handicap against students or employees.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accomodations, and telecommunications.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.

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